DOCUMENT RESUME

ED 101 602 HE 006 193

TITLE	Proceedings of the Annual Conference of the Association of College Unions-International (54th, March 24-27, 1974, Toronto, Ontario, Canada).
INSTITUTION	Association of Coll. Unions-International, Ithaca, N.Y.
PUB DATE	74
NOTE	313p.
AVAILABLE FROM	Association of College Unions International, Box 7286, Stanford, California 94305 ($6.00, members; $10.00, nonmembers)
EDRS PRICE	MF-$0.76 HC-$15.86 PLUS POSTAGE
DESCRIPTORS	*Conference Reports; *Facilities; Facility Improvement; *Higher Education; *Student Participation; *Student Unions

ABSTRACT

Contained in this document are the proceedings of the 54th annual conference of the Association of College Unions-International held in Toronto Canada. The document contains reports on the four primary themes of the conference: The Relationship Between the Union, the Educational Institution and Society; Multi-culturalism; Student Development-Involvement in Governance; and the Educational Responsibility of the Union--Formal and Information. Part 5 contains reports of special interest; academic credit for union and activities work; artist/craftsman in residence programs; arts resources center; college unions and handicapped students; alternatives to student fees; outdoor activities; student employees and concerts; Part 6 contains the business of the association; role of the college union; officers of the association; regional representatives; special appointments; 1974 conference program committee; product exhibits committee; minutes of the annual business meeting; constitution; and by-laws. (PG)

ED101602

PROCEEDINGS

of the

54th Annual Conference

of the

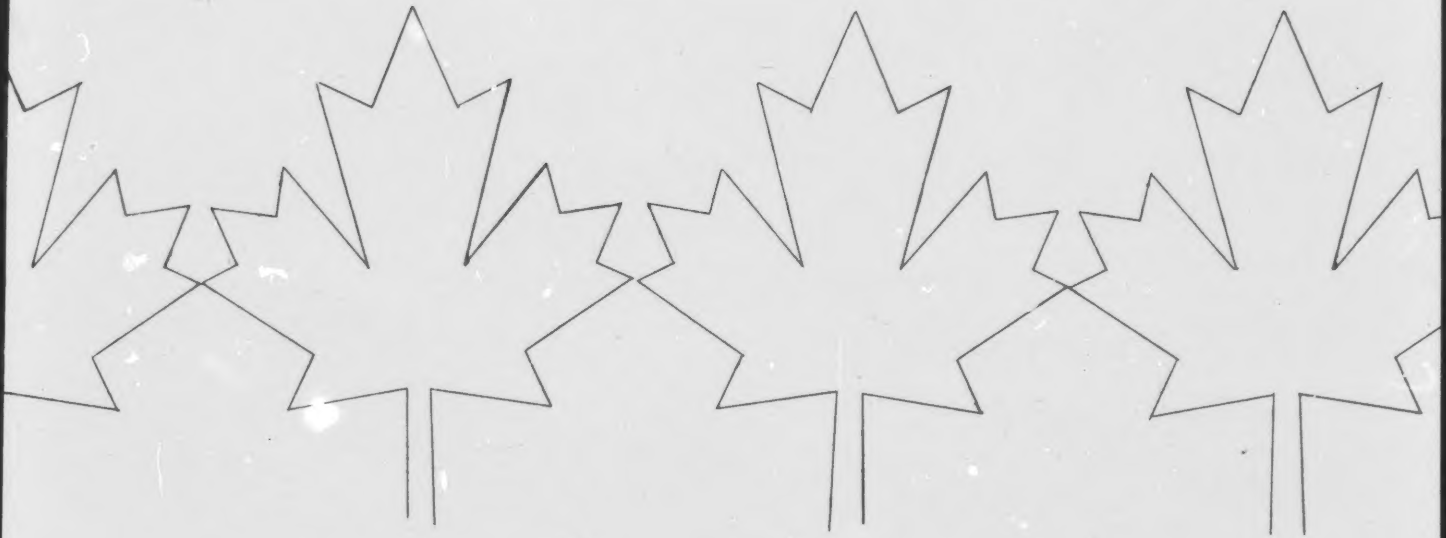
Association of College Unions-International

March 24 - 27, 1974

Toronto, Ontario, Canada

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE 006 193



PROCEEDINGS

of the

54th Annual Conference

of the

Association of College Unions-International

March 24 - 27, 1974

Toronto, Ontario, Canada

EDITOR'S NOTE:

As with most enterprises, the Association of College Unions-International had a faltering beginning and progressed through several stages of growth before becoming an international organization.

We date our birth as an organization from 1914. In December of that year, a handful of students and union professionals representing seven mid-western colleges and universities met at Ohio State University and founded the National Association of Student Unions. The NASU held two meetings in 1916 and scheduled a fourth for 1917. Due to the outbreak of World War I that meeting was cancelled and the existence of NASU, under that title, ended.

In May of 1920, the idea of an association of college unions was revived at a meeting held at the University of Michigan which formed the Association of College and University Unions. The organization continued to meet annually until World War II. Its name was changed to the Association of College Unions in 1931.

The ACU, holding annual meetings (with the exception of the four World War II years), grew to encompass hundreds of college unions in the United States, Canada, and other countries. When the name was once again changed in 1964, it listed 553 members.

Since 1964 the name has remained the same: The Association of College Unions-International. Membership has continued to increase. In July, 1974, ACU–I carried more than 900 institutional members and 700 individual members on its rolls.

The modest start and rapid growth that characterized the early years of the Association contributed to some confusion in recordkeeping. It appears that, while the Association has considered 1914 as its founding year, it has overlooked the pre-1920 conferences. Thus it was that the 1974 conference in Toronto was announced as the 51st annual conference, occurring during the Association's 60th year. Henceforth, we shall include the three conferences held in 1914 and 1916, so we now offer the *Proceedings of the 54th Annual Conference of the Association of College Unions-International.* —Ed.

© 1974 by the Association of College Unions-International

TABLE OF CONTENTS

Part One: The Relationship Between the Union, the Educational Institution, and Society

The Union, the Campus, the World, *William M. Birenbaum* 1

Workshop on Values Clarification, *Marianne Simon* 6
Arousing Environmental Awareness, *John D. Cherry* 7
Marketing Challenge: Finding New Audiences for the Arts, *Alvin H. Reiss* 10

Part Two: Multi-Culturalism

Multi-Culturalism, the Fulfillment of Prophecy Through Education, *Robert S. Pritchard* 15

The French Fact in North America, *Laurier Lapierre* 25
The State of the *I* in ACU-I, *Ronald C. Barrett* 26
Blackness/Whiteness in the Union Concept, *Ernest Jackson, Jr.* 27
Cultural Heritage and Multi-Culturalism, *Maduka Nwakwesi* 30
Programming for Interaction Between Foreign and Native Students, *Cornelia Spring and Ralph S. Morrison* 32

Part Three: Student Development—Involvement in Governance

Student Development and Involvement in Governance, *Burns B. Crookston* 37

Student Characteristics in the 70s, *John Dale Kennedy* 44
Leadership Development Programs in the Two Year College, *Richard J. Degus, Carol A. Raney, Robert W. Wise* 46
College Outdoor Programs, *Bruce Mason* 53
Involved Students Look at the Union, *Dorothy Pijan* 58

Part Four: The Educational Responsibility of the Union—Formal and Informal

The Educational Responsiblity of the Union, *H. Ian MacDonald* 61

The Union and the Curriculum, *John Wong, Barbara B. Slater, Carole Hennessy, Jeanne Keller* 65
The Expansion of the College Union Staff's Human Potential, *Jack Allen, Jean Pontius Rindge* 71
The New Staff Member, *Cora Hagler* 76
Programming and Involvement with Senior Citizens, *Richard A. Feller* 79
The Union Staff and Student Development, *William R. Osborne, William B. Sheeder* 80

BEST COPY AVAILABLE

Part Five: Of Special Interest

Academic Credit for Union and Activities Work, *Randy Donant* 87
Artist/Craftsmen-in-Residence Programs, *Bonnie Fitzgerald* 88
The Arts Resource Center, *William Yost* 89
Can Union Recreation be more than Bowling and Billiards?, *Jerald Mock* 90
The College Union and the Handicapped Student, *Jim Stahl* 91
Craft Programming on a Shoestring, *Sue Green* 92
Creativity in Union Organization, *Stayton Wood* 94
Financing: Alternatives to Student Fees, *William Scott* 96
The Hard Sell and the Arts, *Leslie Moen* 100
If This is Vermillion, It must be Culture, *David Spatola* 101
Measuring Campus Attitudes Toward the Union, *Charles Rausch* 103
The Outdoor Activities Resources Center, *Greg Simmons* 106
Planning a Union—Conception to Opening, *Patrick Smith, Marc Tuchman* 107
Popular Concerts, *MaryJo Mertens , Joseph Burch* 110
Procuring, Displaying and Promoting One-Man Exhibitions, *John McCauley* 114
Programming Short Courses, Informal Classes and Free Universities, *Sally Ann Giese* 116
Publicity and Promotion, *Hal Wemer* 125
Staff Programming—Is It so Wrong?, *Susan Clagett, Cora Hagler, Shirley Bird Perry* 130
Starting a Union and Activities Program, *Seymour Zacher* 131
Student Employees—Effective Selection, Training and Supervision, *Patrick Wiley, Thomas Cleary* 132
Supergraphics—Art Even a Union Director could Love, *Toni Riccardi* 138
Survival, *C. Shaw Smith* 139

Part Six: Business of the Association

Role of the College Union 141
Officers of the Association 141
Regional Representatives 142
Special Appointments 142
1974 Conference Program Committee 142
Product Exhibits Committee 143
Minutes of the Annual Business Meeting 144
Constitution 319
By-Laws 320

Introduction to the Conference Program

Welcome to Toronto and the 60th Anniversary Conference of the Association of College Unions-International. Since this is the first ACU–I conference held in Canada in over 50 years, and in commemoration of ACU–I's 60 years of service to the college union ideal, the 1974 Conference Program Committee has extended special efforts to make this conference unique. We have tried to develop an integrated conference program, with every aspect relating to all others. We have also tried to provide delegates with maximum exposure to Toronto and Canadian resources, and have received phenomenal cooperation in that effort.

The Program Committee spent many hours discussing the content of the program and concluded that there were four general subject areas which we wanted to explore during the conference. These have been designated as the Primary Themes for the conference.

Theme I: **The Relationship between the Union, the Educational Institution and Society**

> *Education is now changing society, as well as being changed by society, and higher education is more and more potentially capable of exercising leadership within all of education and within society. Higher education, in particular, can lead to more individual participation in a democratic society, more meaningful work in a more productive economy, and more cultural diversity and creativity in a future world with greater leisure....*
>
> David Riesman (Carnegie Commission on Higher Education)

This is a challenging directive for those planning and administering union programs in a democratic society.

Change is an inevitable fact of life. Institutions as well as individuals must adapt to changing times and needs. During the last two decades, educational institutions have been preoccupied with change. Today, we need to be more aware of the dimensions and scope of issues and problems which deserve and demand immediate attention and solutions. We must be knowledgeable and open to exploration, new opportunities, evaluation, and growth. We are now involved in educating and learning for 1984 and 2001.

By examining some of the current movements and critical issues being addressed within our educational institutions, as well as our culture, we can better understand the relationships, the values and the alternatives that could produce more creative and effective action today and in the future.

The energy crisis, ecological concerns, women's rights, prison reform, gay liberation, human isolation, the crisis of values, the return to religion, the interest in arts, greater management effectiveness—these are some of the issues which are of concern to our students, our institutions, and our society and are among the topics to be explored through the Theme I seminars.

Theme II: **Multi-Culturalism**

The term *multi-culturalism* provides a convenient mantle to cover a multiplicity of influences that are now being felt throughout North America: the stirrings within the groups representative of native North Americans as they seek an affirmation of their dignity and positive self-image, the quiet revolution among the French-speaking population of Canada, the efforts to encourage an appreciation of the cultural contribution of immigrant ethnic groups, the concern for cultural heritage among elements of the black population of North America, are all significant society forces that we must come to understand and respond to. Perhaps the melting pot philosophy of the United States, which grants the immigrant an opportunity to discard his ethnicity, is no longer appropriate for dealing with these issues. Could it be that the mosaic approach of Canada, encouraging cultural diverstiy within unity, offers some significant opportunities?

We hope that the Theme II seminars will provide delegates an opportunity to pursue some of these questions.

Theme III: **Student Development—Involvement in Governance**

The student disruptions of the 60s have had a profound effect on the students, the educators and the institutions of the 70s. From that decade of chaos have come many exciting innovations in student initiative and involvement in institutional governance which have far-reaching implications for unions. The student development concept might well provide a valuable frame of reference for assessing these new movements and their impact on the union ideal. Through the Theme III seminars, we will examine the difference in perceptions of the union by universities and by the students, with the focus on the collaborative middle ground, established through student/staff interaction and involvement on an equal level.

Theme IV: **The Educational Responsibility of the Union—Formal and Informal**

Having examined some of the societal issues and problems which must be addressed if we are to survive in this era of chaos and disorder in Themes I and II, and having explored some of the theoretical contexts which might well define some viable solutions and approches in Theme III, we have attempted to relate all this to the union and its educational role in Theme IV. What are the union's obligations and objectives as it operates within its own college or university setting? What are some of the approaches to the union's educational or curricular responsiblities? How does the union work most effectively with various campus constituencies? What can the union do to assist with student development and staff professional growth? These are some of the questions to be explored through Theme IV seminars.

That, in brief is what the Program Committee has attempted to develop through the 1974 Conference Program. In the final analysis, whether we have been successful or not depends on you, the delegates, and the extent to which you "get into it." The program is a demanding one, both intellectually and physically. We have tried to build-in opportunities for relief, through the interaction groups and the entertainment, particularly the evening at Hart House. We hope you will take advantage of them.

On the evening of Sunday, March 24, 1974, the delegates to the 54th Annual Conference of the Association of College Unions-International were welcomed to Toronto by Pauline McGibbon, Chancellor of the host school, the University of Toronto.

Mr. Chairman:

It is a great honour to be asked to bring greetings to this distinquished international group of men and women who spend their working hours on campuses throughout the world planning programs that will enrich the life of their undergraduates, graduates and faculty members. It is also a pleasure to have met some of you this evening, and I trust, I will have the opportunity to meet many more.

On behalf of the University of Toronto, I say welcome, *Bienvenue*. You have been away from this city and our campus far, far too long. Imagine, this is the first time since 1923 that you have returned. And how you have grown from the 12 delegates who met with the then Warden of Hart House, Burgon Bickersteth, to the 850 delegates present at this meeting. Please, do not wait another 50 years before you come back.

When, in 1919, the Founders of Hart House placed in their prayer these words, "that the members of Hart House may discover within its walls the true education that is to be found in good fellowship, in friendly disputation and debate, in the conversation of wise and earnest men, in music, pictures and the play, in the casual book, in sports and games and the mastery of the body" they were facing the changes that took place on all campuses caused by the First World War. Now, 55 years later, after a depression, another World War and the turmoil of the 60s, these words are still vital to life on any campus. In my opinion even more so than in 1919.

Looking back to the early 30s and my years at the University of Toronto, when it was so much smaller, it is the extra-curricular activities, and the friends I made through them, that today still mean so much to me. In those days, women were not allowed to join Hart House but we could attend the plays produced by Hart House Theatre. Today, men and women alike may enjoy and participate in all the wonderful programs that will influence and contribute to their well-being in the years to come. I am glad to know that my view of a very important aspect of university life is shared by all of you. It is international.

If college unions were/are important in small universities, think of their role today, in this age of large universities. College unions play a vital part in campus life by providing a mooring for the spirit. For the individual they provide a corner in the university where other individuals can be met and interests shared. They may not necessarily be friends, but they are not strangers. By way of example, from all the Hart House programmes may I select four that to my mind have contributed not only to the University of Toronto but also to the community: the superb collection of Canadian Art, the famous Hart House Debates where outstanding Canadian figures learned their techniques for "friendly disputation," the music—classical and popular, and the Theatre which has been the training ground for so many of our actors and actresses now playing not only on our various stages in Canada but in Great Britain and the United States.

Each union represented here, and may I say how delighted we are that there are so many of you present, has, I know, somewhat similar programs designed to reach not only the gregarious individual but the lonely and the shy. I sincerely hope that as you discuss in your seminars the four topics outlined in your program that new insights into the problems of your rapidly changing life styles will emerge.

On Tuesday afternoon the University of Toronto will welcome you at Hart House. It will be friendly and warm because we are so glad to have you with us.

On that same evening a letter of greeting from J. Burgon Bickersteth was read to the delegates. Mr. Bickersteth was, for many years, warden of Hart House, the union at the University of Toronto, and a founding member of the Assocaiton. Mr. Bickersteth also served, in 1922, as the Assocation's first president.

This letter brings my warmest greetings to the delegates who are now in Toronto attending the 60th anniversary conference of the Association of College Unions-International. I wish I could have been present on this occasion, especially on Tuesday, 26th March, when the delegates will be spending some hours in Hart House, but the disabilities of old age make this wholly impossible.

At such a time as this my mind naturally ranges over the period of almost 54 years since Hart House first opened its doors and one asks oneself whether there has been some guiding principle which lies behind the manifold activities of this student centre or others like it. Perhaps it may be found in the following maxim which deeply impressed me when I read it for the first time, a good many years ago now, and still impresses me. It was a saying much beloved by Eric Gill, the well-known English sculptor, one of whose outstanding works finds an honoured place in Hart House Chapel. It runs as follows:

The artist is not a special kind of man but every man is a special kind of artist.

Does this sound affected, somewhat precious and indeed ridiculous? It certainly does if the word artist conjures up in our minds primarily the image, let us say, of a poet, a painter or a musician. But if the statement means precisely what it says—and I think it does—namely that there exists deep down in all of use, no matter what our walk in life happens to be, a certain measure of artistry (often lying unrecognised and therfore undeveloped), then indeed what a fascinating prospect it opens up for those like yourselves who are responsible for directing the life of countless student centres (existing now or still in the planning stage) in universities the world over.

Artistry of this kind is, of course, not confined to the arts but shows itself in many unexpected forms. It may, for instance, be associated with the pure love of excellence for its own sake—I mean an unshakable determination to be satisfied with nothing less than the highest standards. Or it may be shown in our relationship one to the other, especially, perhaps, in things of the spirit, such as kindliness and tolerance and understanding towards those of a different faith, of a different philosophy of life or of a different colour of skin from our own. Or again artistry may be found in a man or woman who possesses that most admirable gift of balance so essential for a business manager of any well-run and active student society. He or she is constantly faced by the claims, on the one hand, of food services and staff and wages and depreciation and the like, and on the other had, the claims of multiculture. These claims incidentally are in no way rival but complementary, both being equally important. And in that connection, may I express the hope that the head of every student centre has the permanent support of assistants who are not only first class administrators but also possess a deep appreciation of the arts. It was my happy lot to have two such men with me throughout, and both were graduates in engineering. Indeed, artistry, as I conceive it to be, is no respecter of persons. It can be found in almost every type of student. I need not emphasise that many of the activities which you will at least catch a glimpse of during your visit to Hart House were started after my day by a succession of devoted wardens each with the help of an able administrative staff, and, above all, by a long line of enthusiastic undergraduate committees. Others, which were established during my wardenship and have proved of worth, have been expanded and immensely improved.

We are told we are entering an era where there will be far longer periods of leisure for everybody than heretofore. If this proves to be the case it makes the profession we have chosen one of exceptional importance in the life of the nation, and indeed what more abiding satisfaction could we ask for than to know we have at least done our best to open doors for the rising generation?

Good luck to you all!

Yours ever,
s/ J. Burgon Bickersteth

Part One: The Relationship Between the Union, the Educational Institution, and Society

The Union, the Campus, the World

William M. Birenbaum

President, Staten Island Community College

City University of New York

On our trip to China a few months ago, we were invited one day to arise at 5 in the morning to be present at the opening of the daily regimen at the University of Peking. We arrived on that lovely campus at 6 A.M. Over the loud speakers, inspiring patriotic music was playing in the area of the segregated dormitories, and these beautiful Chinese young men and women were piling out of the dorms in their gymnasium uniforms and voluntarily lining up without direction, for 45 minutes of compulsory exercise in the Chinese style of Tai Chi. Promptly at a quarter to 7, they all went back into their dormitories and came back out ten or so minutes later, fully dressed, to report to the dining rooms of the campus for breakfast, which was to be completed at eight in the morning so that they could go to their first classes. There were classes until noon and then an hour break. In the early afternoon they went to their political consciousness sessions. Mid-afternoon was reserved for studying in the library. There was a free period scheduled from roughly 4 o'clock till 6. Dinner was at 6. At 7, everyone was to be back in his dormitory room to study and lights literally went out at 10 o'clock. Dating is prohibited, that is one to one. Even touching between the sexes in public is not looked upon with approbation, though the law says one can marry at the age of 18. But Chairman Mao prescribes that if you are involved serving the people through the priviliged access to the University, 26 is the proper marriageable age and we were told that if one entered wedlock while a registered student, like at West Point (or at least like it used to be at West Point), that is sufficient grounds for expulsion.

Our 15 Staten Island Community College students, contemplating this scene, were in considerable awe. In the first place, these young Chinese were beautiful. And Tai Chi is a spectacular sport requiring consummate control, and is an art to behold. "This really shows the spirit of these people; the sense of cooperation, their high morale etc." Wanting to be an accommodating college president, I pointed out that I, too was impressed, but that we had peculiar problems in New York City, like expressway traffic in the early morning. However, upon return, I volunteered, I would be happy to accommodate them, put some appropriate music on our loud speaker in the central mall, like the *Stars and Stripes Forever*, and we could all assemble, all 10,000 of us, at 8 o'clock in the morning, and go through 45 minutes of exercise. One of our young women said to me: "Mr. President, who in the hell do you think you are? Chairman Mao?"

Well I am not Chairman Mao, and neither are you, and that is a part of the problem. At least it is part of my problem in addressing the global subject that has been assigned to me this morning. I have been around education and paid for what I do for a living, between firings, for over 20 years. However, I really do not know what I am talking about, though I assure you I will try to be as painless as possible in what I say to you this morning and in giving the impression that I *do* know what I am talking about.

I am reminded of a story, about a classical enmity that existed over the years between two great American men of letters, Samuel Clemens and Henry James. These two men were very, very different in temperament and in style. Mr. James, as you may know, was always eloquent in speech and one of the great men of letters in our history. He dressed impeccably and loved the good life. And Samuel Clemens, out of Missouri, was Mark Twain. The story is that they were both on the lecture circuit, and once Clemens went to a small city in the South to give a lecture and as he went to sign in on the registry of the hotel, he saw written in a beautifully elaborate script, the words: "Henry James and valet." And Samuel Clemens picked up the pen and he immediately signed in, "Samuel Clemens and valise." The innkeeper looked at him and said, he understands valet but what is this valise? And Clemens replied without hesitation, "Any fool knows that valise is the feminine of valet." Now, that story is neither meant to be a concession to this bi-lingual nation which is our host, nor is it my women's lib story for the morning. It is meant merely to underscore the point that I arrive here on this subject unaccompanied by a valet, but with a battered valise up in the room ready to make a hasty retreat when I get through.

I want to talk briefly about the little equation that I have put on the blackboard, $u/c = c/w$. What this equation stands for is the following: the *u* stands for union, the *c* for campus, and the *w* for world. And equation is: That "union" is to "campus" as "campus" is to "world." I would like to talk for a few moments about the common element, the "campus."

Aside from the papacy and the British monarchy, I do not think there is any institution in Western Civilization that has endured as long as the idea of the university. It traces its origin to early medieval times. And the classical model of places where you now work was the eleventh century monastery. The church was one of the few agencies in that society which could afford to buy the time and the space to indoctrinate people in the arts and skills of reading and writing. There were certain common aspects of the monastery which we still honor. Perhaps the basic one was that the monastery was almost always put where the people weren't! In the flatter countries of Europe it was put out in the open fields remote from the centers of population. Monasteries often were built on inaccessible mountain sides. Even though they were put where people weren't, the basic architecture of the monastery depended upon building a wall around it. The monastery depended upon the idea of enclosed and separate turf. The monastery wall had the classic function of any wall. It was meant to regulate with great care what could get inside, and it was meant to regulate equally scrupulously what got out and on what terms. Consequently, every monastery was governed by one, main, official gate. And every monastery had, as one of its principle officers, the keeper of the key to that gate. His possession of the key was meant to regulate the terms and values of this monopoly system. Now of course, it is an historical fact that every monastery had its secret back exits and underground tunnels, through which those who were in charge of the thing came and went as it pleased them on missions which suited them, but regarding the official clientele of the monastery and its official production, the main gate was the representation of authority. And the wall was meant to be impregnable.

In my modern academic experience, this principle remains, as far as I can see, pretty much intact. When I was at Long Island University, the C.W. Post family gave the University a 250 acre estate out in Nassau County of Long Island for a new campus. The estate consisted of a manor house and surrounding servants quarters and 250 acres of potato fields and scrub forests, which is what Nassau County in Long Island, before it became more populous, consisted of. The first official action of the Board of Trustees of Long Island University upon taking the deed, was to create an impregnable fence around the University's 250 acres of potato fields, in order to make it clear to the world, that the intention was there, if not yet the reality, to create an enclave out of the potato fields different from the rest of the surrounding potato fields.

It was the same when I was assigned the mission of designing a new college in Bedford-Stuyvesant in Brooklyn. Bedford-Stuyvesant is one of the more compacted urban parts of New York City. It is the largest black urban community in the nation. Over a half-million people live there. There are no open enclaves in Bedford-Stuyvesant. But the prescription I was given by the people and the authorities who were directing me was: "Innovate, innovate, innovate, but start first with a closed enclave. And if you don't have one, knock the buildings down, clear your own field of rubble, put a wall around it and create one."

We have carried this tradition through the Oxonian architectual model into the kinds of places we built originally out in the middle of the corn and wheat fields of Iowa and Wisconsin, and the other middle western settings, and even through the necessity to build walls, fences, expressway barriers around the centers of learning, which have either been intentionally put in cities or around which cities have grown. The wall around our institutions now is meant to play, I think, essentially the same function as the monastic wall: Of the people, but necessarily *separate* and *apart*. The wall is the epitome of apartheidness. It is the symbol of a monopoly system. It says that those who control what goes on inside the wall know the Truth, so that you too, if your are so privileged, can come to know the Truth.

Our modern versions of this have encountered an incredible disruptive fact of life: there is an over-supply, an over-abundance, of one commodity which threatens the integrity of the monopoly. Mankind, after all, has been writing down what it knows for over 5,000 years. Even before World War II, the pile of what we knew was horrendous. Since World War II, the space flights and everything else, that pile of what we know has doubled about once every ten years. The sheer quantity of knowledge is spectacular. The educational problem we are still trying to face is how do you fit this huge pile of what we know inside walls which create very finite and limited time and space.

The modern undergraduate college is not only walled in terms of space, but is also walled in terms of time. When I attend international conferences where other people stand up to tell about their educational systems—the French, the Germans, hopefully even the Chinese, they talk about certain uniform, traditional and national perimeters around the whole enterprise. But when the American stands up, he always says: "I can't do that. We do not have any national ministry of education. We do not have any national examinations. We are known for our diversity and our variety. We are many-splendored, liberal arts and technical, two year and four year, graduate centers, private, public, parochial and all sorts of things." The fact remains, that from coast to coast, from Pomona to Princeton, the liberally educated, red-blooded, employable, young, American adult presumably is created in the terms of 120 credit hours, more or less, or four academic years, which are not quite like real calendar years, but are more like the period of human conception, 9 to 10 months in length. The problem is: how do you fit this hugh pile of what there is to know into limited time and acreage space?

American inventiveness has solved this problem in an ingenious way. We have developed what we call *curricula*, which are primarily treaties among contending bodies of knowledge delineating what will *not* be learned. 120 credit hours breaks down into 3 credit courses (and 3 into 120, I think, is 40)—40 courses of learning designed to create this red-blooded and liberally-educated, employable, patriotic, young, American adult.

Forty courses set against 5,000 or 6,000 years of recorded evidence is like a drop in the bucket. And although every college catalog will start off first by telling you where it is (and regardless of where it is, it is always beautiful—the monastery), it will then state that this place really respects the 6,000 years. And if you really want to come in touch with the total meaning of mankind, this is it, whether it's Oberlin or Staten Island Community College. But I hasten to the next paragraph which always says, "we are on the frontiers of experimentation, etc" all within the walls in terms of four academic years, more or less. How can we achieve this? We have achieved this by a system which I refer to as *The Shafting of Knowledge*. That is to say that everything we know is arranged on this turf in a series of parallel vertical shafts. One is English, one is economics, one is psychology, one is this, and one is that. And then, in order to accommondate the on-going political life of the community—that is the transaction of money matters, peronnel matters, all of these nitty-gritty things that humans, however great their thoughts, however global their spirits, must come to grips with in order to survive, we have departmentalized these shafts.

In the bulletins, we say to the students, that to play this shafting game there is a simple prescription. As a matter of fact, in the handbooks for faculty members, we give exactly the same prescription. The prescription traditionally has been, that if you want in, you enter at the top of one of these shafts and meekly, in public, proclaim your ignorance. Your ignorance is proclaimed by your earned high school average; what counselors and teachers back there *don't* know about you, have written; composite SAT or other entrance examination scores. And then this system assesses your public proclamation of your ignorance and either lets you in or keeps you out. The main decision usually made, of course, is that the majority of those wanting in are kept out. That's called admissions.

If you are allowed in, what you are told to do over the prescribed period of time is to slowly begin to sink in a shaft. The presumption is that the deeper you get in—the closer your get to the dregs at the bottom—(the further down you go, the greater the pressure on top), the more you know what's in that shaft, till finally you hit bottom, at which point you are expelled by the system. There is another public ceremony and a proclamation is made, not that you are educated (no college, at commencement, just in terms of its legal liabilities, would say that), but rather that the institution has performed its educational responsibilities towards the client.

It's the same for the faculty members. The young faculty member meekly applies for a job saying, "I don't know anything. All I have is this Ph.D. or Ed.D. or M.A. or whatever the hell it is, but please let me in." At the top is the lowest rank, instructor. He comes in and his freshman year consists of doing the *schlock* work; that is, the early morning courses, the survey courses, the freshman stuff, the bad schedule and all of that. If he behaves, and along the route, issues public statements about how much he is learning (which are called publications and research projects) he may be allowed to sink a little lower into the next rank. Eventually, he hits bottom, which is the full professoriate with tenure, a point in life which, if one reaches it at an early age (and an increasing number do reach that point in their late 30's or early 40's these days), I characterize as academic menopause. That is to say, once you have hit that and you've got the full rank and security forever, as long as you're not guilty of moral turpitude, and according to the terms of this system, a scholar, where do you go? The answer is that there is really not much else challenging in life except to move from one of these monasteries to another, to change the external environment.

These game rules for beating this system are very well understood. Of course there is one other piece of this picture which you have to understand to see where we're going, or where we have gone. Superimposed on these vertical shafts are a series of horizontal control systems meant to apply equally and without malice to each of the shafts. One of these is the way we measure time as people sink—the credit hour system. Another is the "objective" standards by which we determine who will be kept out—called admissions. Another is the way we evaluate scientifically one of the best understood aspects of our business—the quality of people's thinking. In the case of faculty, these are the criteria applied by peers, as they recommend reappointment, promotion and tenure. In the case of students, they are known as grades.

There are other horizontal control systems imposed on the vertical shafts, resulting in something that looks like a boxed-in grid.

There are certain kinds of activity in this boxed-in grid, which are extremely perilous. It is extremely dangerous, as you are slowly sinking in a vertical shaft, to suddenly veer off horizontally. It is almost insane to attempt diagonal motion. And of course, the most dangerous thing of all is circular activity.

I am about through with my discussion of "C" in the formula. It should occur to you visually, that the little picture I have drawn on the board resembles the map of any great city on the continent. This looks like a piece of Manhattan, or downtown Toronto. It operates that way. For example, if you start at Central Park South on 5th Avenue and your object is to walk down 5th Avenue to 42nd Street; if you hug the buildings and stay away from the curb; if you observe the stop lights with great care (and even then look twice before you cross); and if it's broad daylight, you have a reasonable chance of getting to your destination. But woe to you if you decide to cross 5th Avenue diagonally! ! And the people who get killed in New York City every day are the ones who walk around in circles!

There is one basic difference between this piece of the city map and another piece which looks like this in which I spent two years of my life working—Bedford-Stuyvesant. The wall around Bedford-Stuyvesant is the symbol of its ghettoization. In Bedford-Stuyvesant, it is perfectly clear that the curriculum there is even meant to be up-tight and that the monopoly that controls the grid is even more secure. The difference between a city and a ghetto is that wall that is built around the activities of the people.

The 1960s represented, I think, a formidable assault upon the operating principles of the academic grid. In the first place, how would you attack this rigid thing? There are only two ways to break the monopoly. One is to punch holes in the walls so that there are alternative ways of getting in and out. The other is to assault the cross points in the grid which give it its rigidity. Both of these things have happened by the admission of new classes of people into the enclave; by programs which insist on outreach; and by the greater respectability of people coming and going. Of course, one of the troubles with these alternatives is that once holes are punched in the exterior walls, and one begins to fool around with the joints which hold the whole thing together inside, you then lose control of what comes in and what gets out. And in the case of open admissions in New York City that is exactly, happily, what has happened.

The last time I spoke in Ontario was about two years ago. It was in the month of September and on that occasion, I was introduced by a Minister of Education for the Province, and in introducing me, he said: "A most remarkable thing has happened in Ontario this year. We have had the greatest number of students graduating from our four-year colleges and institutes applying for admission to our two-year colleges and technical institutes, in order to 'learn how to do something to get a job'". He said: "At the same time, never before in the history of this Province have so many graduates of the community colleges and two-year institutes been seeking admission to the four-year colleges." Finally, he said: "Most remarkable of all, none of this is happening within the terms of the prescribed schedules. That is, they are dropping in and dropping out like flies. And they are not even serving notice, as we politely tell them in the catalog they should, as to when they are coming or going." I think what he described are logical, wonderful symptoms of what is wrong here.

I would like to turn for a moment to the *w* —the world. I have very little to say about the world. All I can do is relate to you the modicum of experience that I have gone through in life about the world. First and foremost, and most dominating in my own life is this fact: of all the places I have lived I have found this world the most possible. The alternatives, even in my old age, seem to me so bleak as to be impossible. Secondly, I have searched avidly, especially in my moments of greatest despair, for Tahiti. I have searched the isles of the Caribbean and the South Pacific; I have stood in a Shangri-la crater in East Africa, in Tanzania; and I have spent some time on this trip to China, recuperating in Nepal in the Himalayas, with the temple bells lulling me to sleep at night. The strangest thing about these Tahitis: They all seem to be overcome by pollution. I am afraid there is no escape!

Last point about the world. While I have encountered varying approaches to solving problems, I have yet to encounter very many significantly unique problems anywhere. Open admissions is a big issue in the People's Republic of China. What to do about the technology is a horrendous issue in Zambia and China. The restlessness of the young with a civilization which is evolving, was present during my visit to the Soviet Union, as much as I think I saw in Shanghai. That is all I have got to tell you about the world.

Now I would like to go to the *u* —the union, and begin by pointing out that if you are at a place whose main mission in life seems to be to perpetuate this 800 year old monastic version about learning, naturally, the so-called student center will be, to the monastery, what the architects of the monastery had in mind in its relationship to the world. To the extent that the monastery itself is under assault, this inner bastion, this center, at which people are supposed to recreate and restore themselves and all that, naturally will find holes punched in its walls, if it is not taken over entirely. This seems to me such a fundamental and obvious functioning principle that one really need not elaborate upon it.

I have made a kind of dialectical essay in my mind that I want to write sometime about what I think has happened to the people who preside over the students inside the monastery. One of the interesting things about what's happened to them is, that from Berkeley on, throughout the disruptions of the 1960s, to my best knowledge, though many academic folk, faculty and administrators, became famous during the battles, not one Dean of Students or student personnel-type has entered the halls of academic fame as a result of the disruptions. As far as the world is concerned, the representatives of this young profession, little more than a half-century old, did not exist during the disruptions. I think this was true pursuant to the thesis in the dialectic. I was a Dean of Students once. I was not trained to be, and that is what saved me. But I think the dialectical thesis regarding student personnel services as I have come to understand it was that sick is normal. That is, once the monastery was put remote from where people were, and the presumption was that all these young adolescents were going to be severed from their home communities—their mothers and fathers and churches and all of the moral stability which all that represented—and sent away to the monasteries, then somebody had to be the monks. And there was a presumption that regarding sex; normal civilized human deportment and the rules for it; regarding growing up; that being sick was normal. Therefore, we educated so-called Deans of Students types to act like professional doctors on a one-to-one, client/doctor basis, surrounded by privileged privacy, with some group activities to let the steam off on the side. But what the disruptions did was to create an antithesis, which was: that normal is sick! Not that sick is normal but that normal is sick. Vietnam is a part of what is normal in America and it is sick! Watergate now, is a part of what is normal in America and it is sick! Racism is normal in America and it is sick! And I think the survival response of the professionals confronted with this horrendous news, that normal is sick, was to get on the bandwagon, and to say: "You are right, normal is sick. We have got to change our techniques in dealing with the problem. No more one-to-one client/patient/doctor relationship. Instead we will go into a concentration about what you do with a normalcy which is sick."

The essence of the technique developed to deal with this anththesis was the sensitivity or *T* group. And the prescription which was the ultimate in that was to undress everything. The assumption was that if you really get down to the nakedness of the illness, something good will happen. But, at least in the *T* groups I have participated in, and especially the touch and feel kind, where you do get down to the bare skin, what I think I have found out as a result of those experiences is, that when people undress, you see so much that you really do not need or want to see. So much of what is naked is so ugly, and rather than edifying and uplifting, simply complicates the problem. Moreover, once the group left the room and put its clothes back on, it was pretty much right back where it started from. It was kind of a pleasant encounter in between, but racism, Vietnam, and Watergate just went on.

Of course every dialectic should lead to a synthesis. One of the great problems in medicine is that nobody is quite sure what health is. Drawing the lines between illness and health, and drawing the line between even life and death are complicated problems. Dr. Jonas Salk defines health as the ability to maintain a harmonious balance between constant recreative forces in a human being and counter forces which are constantly aging and decaying—maintaining a harmonious balance between these two. I guess our synthesis should be that health is normal and that harmony is health.

Now the quintessence of harmony is the equal sign in our formula. Harmony, I think, depends upon presumptions of equality; between the professional and his client, among professionals; and among clients. One of the most interesting things that I am into at the moment in my own work is the incredible discovery about sex, and the 5,795-1/2 different ways to do it, and the 5,000,000 different psychological consequences of engaging in it; about the consequences of drug consumption—marijuana, heroin, alcohol, cigarettes; about political activism—dismay about everything from Nixon to getting along with the Chinese; about big issues, like self-identification, what's a woman, what's a black, what's a college president, what's a student, what's anything; about all these matters I have discovered, to my astonishment, that those we are paying in the colleges to represent the authority of the system have got as many hang-ups as those whom they are paid to serve. I would hate to make a ledger sheet comparing the sex habits and propensities of any student body compared to that of any faculty. It is impossible to make the conveyance—the learning transaction—on any basis other than the recognition of equality. Anyone who allows one of these institutionalized models to label him as being second-rate is a damned fool. You know, Deans of Students, because they have always been addressed as something called the extracurriculum, have never really been looked upon by academe as being kosher. Anyone who allows others to view himself or herself that way is crazy and invites the others to act upon him, to regard and define him that way.

I have been in this field for 20 years. I have been very mobile. I have hardly ever held a job more that 4 years. But throughout it all—University of Chicago and going through Wayne State University, the New School for Social Research, Long Island University, Bedford-Stuyvesant, City University, the whole thing—there have been constants. I have never worked for one of these institutions that claimed it had enough money. Not once in my experience has anybody—faculty or student—come to me and said: "The food being served in the institutional eating places is good." Never have there been sufficient parking spaces—never. I have never recieved a commendation from the faculty that they are being, not overpaid, but paid enough. Everyone has always claimed that they are being overworked. About these facts in my experience I have become rather oriental in my outlook. I accept them as a given nature and I have worked out a way to relate harmoniously to these facts of life.

Any member of our staff who comes in and says there is not enough money, raises a flag on my pole which is red and proclaims: "That person has probably had it." Whatever his little administrative bailiwick is and however bad it looks from his point of view, multiply it by the other 47 departments and the other 1,075 employees and what they tell me, and you have got a view of my situation. And I am not about to go anywhere and say there is a shortage of money, (except in the political negotiations, when I always, of course, argue that there is). But about that, those with whom I argue know the game and the name of the game is, in that neither of us know the Truth, we compromise. Incidentally, I do not know how yours are, but my students proclaim that "compromise" is a bad word. Another thing that I learned very slowly in China; only if you know the truth is "compromise" a bad word. And of course, this monastic model of the university is a monument to what we *don't* know.

My conclusion is anecdotal. Perhaps you have followed the spectacular films of the great French undersea explorer Jacques Costeau. Perhaps you saw the one a couple of years ago about the life of the sharks. That was filmed from the surface of the Red Sea. A mother ship lowered a deep-sea diver to the bottom of the Red Sea in a cage. And in this cage, at the very end of the film, there was a bucket of fish placed, and the diver's job was to take pieces of these dead fish, and hold them through the bars of the cage at the bottom of the Red Sea to attract the sharks, so that another brave deep-sea diver off in the distance could photograph them. The film closed showing this man being lowered by Costeau. He takes a fish head and holds it through the bars, and in a few moments one of these monsters comes up and cautiously sniffs the bait and circles the cage and comes back and sniffs again. By the time he gets back, two other monsters are there sniffing, and they form a circle and they go around the cage. Within a few moments there are scores of these monsters there, and suddenly, one of them makes a lunge for the bait, and gets it. The diver takes another fish-head quickly and sticks it out. What ensues is an orgy of competition for the limited supply of bait being furnished on an inadequate time schedule. Out of this intense orgy one shark slashes another shark and shark blood is drawn. Cannibalism breaks loose and Costeau, unexpectedly, has to take steps to raise the cage back to the safety of the deck of the mother ship on the surface of the Red Sea to save the life of this brave deep-sea diver.

As educators, we have been lowered to the bottom of the sea. But unlike the divers, we are still there. There is no mother ship on the surface of our profession, ready, willing and able to draw us back to the surface to safety. The problem is not in the students. Ours is not really a client-centered problem at all. To conceive of it as such, is imperialistic and a mid-20th century version of Manifest Destiny. The problem is inside of ourselves—our own abilities to demonstrate through our own behavior that we can still learn, and that though we may not be happy being down there in the water under these conditions, there really is no alternative—no Tahiti.

Workshop on Values Clarification

Marianne Simon

University of Massachusetts

The purpose of this workshop is to provide an opportunity to explore and learn about the concepts and strategies of values clarification. Values clarification is a tool that can help people make sense out of the bewildering array of alternatives confronting them. The changed mood of campuses concomitant with this era of accountability has produced a need to examine and identify alternatives that would increase individual understanding of the meaning of choices and priorities affecting individuals, groups and institutions.

A. Assumptions made in values clarification

1. "What man can be, man will be."—Maslow
   Growth is natural. Each person will grow to be the most constructive person he can be if we do not distort his direction. We need to clarify values and help individual find resources.
2. There is wisdom in you. You are not an empty vessel. Messages are confusing. Each individual needs help in sorting out information. Learner is in charge. Students (people) need full respect in terms of learning.
3. Where ever you are in your life, you're "OK".
   Let go of yesterday.

Where do you go from here? Turn enery toward new goals.

B. Basic principles of values clarification

1. Whenever an individual does not want to respond, he should always be given the right to pass. This response should be accepted with respect.
2. Push the limits. Take risks gently.
3. Acceptance and appreciation

Explore, search and share.

Intense listening can be a *gift* to another person. Give it.

"Unfinished business" means following up on a question, criticism or expressing appreciation.

"Validation" simply means to verify reality. We're living in a "put down culture" which lead to putting up walls between individuals and groups.

I liked it when you...

Try not to make a joke. (It can be a killer statement.)

People need respect and appreciation. We need to appreciate other people.

If person wants to pass, let the person know he deserve it.

C. Values Clarification Processes—Louis Raths

Louis Raths has identified seven sub-processes in valuing:

1. Prizing and cherishing one's beliefs and behaviors.

Develop sense of pride. Examine what you have done to contribute or improve self, life, community, etc.

2. Public affirmation and appropriate sharing

This is sometimes risky and hazardous. You have to take risks for what you stand for.

3. Choosing one's beliefs and behaviors from alternatives.
4. Choosing freely. Free choice important in growth and development of values.
5. Choosing after examining means and consequences. Choice needs to be made with thinking.

Process of valuing is more important than anything. Apply to entire life and it will result in zestful awareness of life.

6. Acting on one's beliefs.
7. Acting repeatedly with a pattern and consistently across all areas.

It is a rigorous process. Values determine how we spend our time, how we spend our money, how we serve ourselves, etc. It is a process that forces us to become aware of the choices we make.

Inculcating and moralizing do not work effectively.

Some Values Clarification Strategies:

Twenty things I like to do
I learned statements
Cave-in simulation
Self-contracts
How would your life be different?
RDA's: Resent-Demand-Appreciate
Life Line
Epitaph
I am lovable and capable
Each of us/appreciate/notice/care

This session on values clarification was a participatory experience in which people had an opportunity to examine, share and clarify some of the things and people they care about, are influenced by, enjoy and feel strongly about. These objectives were reached through a number of strategies developed for the purpose of helping people to become clear on what they are for and against, and what they might do about that information. The bibliography will be a valuable resource to anyone wanting to apply these strategies to aspects of the student development of student life program.

Arousing Environmental Awareness Through College Outing Programs

John D. Cherry

Lake Central Region Director

U.S. Bureau of Outdoor Recreation

I'm going to talk to you about the Bureau of Outdoor Recreation and some of its activities. I'm going to talk to you about population pressures, environmental quality, money, and opportunities—not necessarily in that order. I'm going to touch on the things we do which benefit you. The end result might be a national recreation trail, a swimming beach, or a mountain view protected. I am also going to invoke that wonderful saying of John Kennedy, "And so, my fellow Americans, ask not what your contry can do for you; ask what you can do for your country." I view you as both consumers of our products and as citizens who have the power to assure that government makes the right decisions on behalf of the people.

About the Bureau of Outdoor Recreation

The Bureau of Outdoor Recreation is a small agency by government standards. We total less than 500 people. We are located within the Department of the Interior with a headquarters office in Washington and seven regional offices throughout the country. My office serves the states of Minnesota, Wisconsin, Michigan, Illinois, Indiana, and Ohio. We have 53 employees with a variety of backgrounds—foresters, fish and wildlife biologists, community recreation specialists, geographers, landscape architects, graphic arts majors, and information and education specialists. Regardless of background, all of our people become outdoor recreation planners, working as generalists in the truest sense.

The Bureau was established over ten years ago, initially to coordinate the outdoor recreation efforts of the many federal agencies; encourage research in recreation; provide technical assistance to state, local, and private interests; and to prepare a Nationwide Outdoor Recreation Plan. Legislation passed over the years has added considerably to the activities and responsibilities of the Bureau.

We are one of the principal federal agencies conducting wild and scenic rivers studies, national scenic trails studies, and studies of potential national recreation areas. We play a major role in the conveyance of federal surplus property to the states and communities for park and recreation use. We assist the states in preparation and review of statewide outdoor recreation plans and provide financial assistance to the states and localities for acquisition and development of outdoor recreation facilities. We assit the federal land-managing agencies such as the National Park Service and Forest Service in planning for recreation, and we review their acquisition proposals.

Acting for the Secretary of the Interior, we review all federally-assisted transportation projects—highways and airports—and provide advice aimed at lessening the impact of these projects on park and recreation areas.

We also have an active information and technical assistance program encompassing such diverse efforts as reclamation of mined lands for recreation, the use of abandoned railroad rights-of-way for trails, bicycle symposiums, and the wise use of floodplains.

The federal government has a massive commitment of manpower and funds in water resources studies. The Bureau of Outdoor Recreation works closely with other federal agencies and states concerning the recreation and related environmental aspects of these studies.

Nationwide Outdoor Recreation Plan

Our fist nationwide outdoor recreation plan, *Outdoor Recreation—A Legacy for America* was completed and released last December. It is concerned with leisure-time recreation activities which normally take place out-of-doors. It provides firm policy direction for federal agencies, and it includes guidance for state, local, and private efforts. The *Plan* also looks at recreation as an important element in land use planning, and places outdoor recreation in context with this process.

I don't intend to say much about the *Plan* except to urge you to obtain a copy or a copy of a summary so that you can read in detail the actions planned by the federal government. The *Plan* will definitely be relevant to you. For example, one of the thrusts will be to complete a plan for acquisition of those superlative areas needed to round out the federal recreation estate. By federal recreation estate we mean national parks, seashores, wild and scenic rivers, national scenic trails, etc. We have already been in contact with the federal land-managing agencies and together we have begun to develop procedures and criteria to accomplish this goal. This study will inevitably lead to the establishment of new national areas to preserve their natural beauty and to provide for increased outdoor recreation use.

The Land and Water Conservation Fund Program

The Land and Water Conservation Fund Act was passed in 1965. Under this Act, proceeds from the sale of federal surplus property, federal recreation user fees, and from the sale of federal off-shore mineral rights are earmarked into a fund each year. This money is then made available by Congress to federal agencies for recreation land acquisition and to the states and localities for planning, acquisition, and development. The states can also make these funds available to localities for recreation projects.

On the federal side, the Land and Water Conservation Fund provides the money used by the U.S. Forest Service to acquire high priority recreation lands in the national forests; by the Bureau of Sport Fisheries and Wildlife to acquire habitat for endangered species; and by the National Park Service to round out the boundaries of congressionally authorized parks, seashores, and recreation areas.

The money appropriated by Congress out of the fund for the states is divided by the Secretary of the Interior in accordance with a formula which considers population and available recreation resources. These funds then become a bank account from which the state may draw money to assist in the purchase of lands and to develop facilities for outdoor recreation. The funds are made available on a project-by-project basis, with the federal government providing 50 percent of the total cost. Local projects are handled in the same manner except that they must be approved by the state before being submitted to the Bureau.

The states must meet one other major requirement. To be eligible to spend the funds, each state must have a comprehensive outdoor recreation plan. Once a plan is submitted, a period of eligibility is established. At the end of that period an updated plan must be submitted. The planning very simply seeks to inventory the outdoor recreation resource. It then projects what the needs will be for lands and facilities based upon population increases and the expressed desires of people, and then it attempts to indicate what must be done to satisfy unmet needs.

Since the inception of the program, we have added 1,213,000 acres of land to the federal estate and have assisted in funding approximately $856 million worth of acquisition and development projects for the states and localities. Non-federal public agencies have used the Land Water Conservation Fund to acquire over one million acres.

I cannot emphasize enough the importance of organizations such as yours becoming involved in the state outdoor recreation planning process. The state plan is a policy document which guides the expenditure of funds in the state. If you don't think enough effort is being made to provide for bicycle and hiking trails and for community recreation facilities, for example, you should get in touch with the state people responsible for setting the priorities. You should make your views known. One good way is to become a member of an advisory group. Many of the states have these.

Priorities and Money

One thing that we and the states have found out during the administration of this program is that lack of recreation facilities does not always signify the ability of the community to provide such facilities. It's a matter of priorities at the local level. Many communities do not take advantage of their bonding authorities to obtain money to purchase lands and construct facilities. At the same time, these communities may be requesting state or federal funds.

As private citizens and as a group, you should learn about your community's recreation programs and those of the state so you can act in a responsible way to bring about the right decisions so that the right kinds of recreation facilities are provided in the right places.

Just a final note on the money situation. We are in our second year of General Revenue Sharing. This is the program where the federal government collects the taxes and returns a portion of the taxes to the state and its political subdivisions. The money can be spent on just about anything. City managers and state officials have hard decisions to make; and, of course, they react to pressures—pressures from people. These are extra funds over and above the normal amount of money available to the communities through regular taxing authorities. You should see to it that you have a say in how these funds are to be spent. Although we understand the importance of recreation to our social well-being, recreation programs often are the first to be cut and the last to be funded when additional money is available.

Trails and Rivers for People

In 1968, Congress passed the National Trails System Act and Scenic Rivers Act. Both Acts are similar in that they immediately designate a number of rivers and trails as components of the two systems and list a number of other rivers and trails to be studied for potential addition.

The existing national scenic trails are the Appalachian Trail which extends from Maine to Georgia and the Pacific Crest Trail which traverses the mountains along the West Coast. A number of trail studies are nearing completion—the Oregon Trail and Continental Divide in the west and Potomac Heritage Trail in the east, for example.

In our region, we are nearing the end of our study of the potential North Country Trail. As conceived by Congress, this would extend from the Appalachian Trail in Vermount through New York, Pennsylvania, Ohio, Michigan, Wisconsin, and Minnesota to the Lewis and Clark Trail in North Dakota. That's about 3,400 miles. Even if authorized, it would take years and years to actually complete, and it would also take the cooperation and support of all the states and localities as well as interested groups. This trail could be administered somewhat the same as the Appalachian Trail. For that trail, there is a conference made up of hiking and outing clubs which, along with the National Park Service, maintain the trail. The study has not been formally reviewed by the federal agencies and the states—so we don't know yet what will come of it.

National scenic trails are extended trails, generally remote from population centers, and they are located to take advantage of exceptional areas of natural beauty, historic interest, fish and wildlife values, or archeological sites. A National Scenic Trail can only be established by an Act of Congress.

There is another category of trails called National Recreation Trails. These are trails which may be administered by federal agencies or by the states and communities. National Recreation Trails are recognized by the federal government when their use is guaranteed for a period of not less than ten years, they are in place and ready for quality use, and adequate provisions have been made for maintenance. As of this date, 44 trails have received National Recreation Trail status.

Eight rivers were initially included in the National Wild and Scenic Rivers System. Examples are the Eleven Point in Missouri, the Upper St. Croix between Minnesota and Wisconsin, and the Rogue in Oregon. A number of rivers studies are also nearing completion. In the region we serve, we are completing studies on the Little Beaver and Naumee in Ohio and the Gasconade River in Missouri. Previously, we had completed studies on the Upper Iowa River in Iowa, Little Miami River in Ohio, and the Lower St. Croix River in Minnesota. Nationwide, 27 rivers have been studied or studies on them are nearing completion.

The intent of the Wild and Scenic Rivers Program is to identify and set aside examples of rivers in their free-flowing state to balance the national program of reservoir building and other water resource development projects. Preservation can be accomplished in several ways: by outright acquisition, by taking easements, by zoning, or a combination of these.

When we initiate a study, we assemble a field task force made up of representatives of federal agencies and the states. We invite individuals and groups to participate as advisors and to assist us in developing information. We begin the study by holding general information meetings in the area to acquaint local residents and other interested people about the objectives and how we intend to proceed.

We gather whatever material is already available, then we make a complete field inspection of the river. This involves reconnaissance by automobile (windshield surveys), hiking along the riverbank and adjacent lands, canoeing, and aerial inspections.

We always attempt to contact local people—landowners, conservation groups, etc.—and we attempt also to enlist their assistance in providing information and giving us their views on what should be done.

After completing the field work, we sit down as a group and decide which portions, if any, of the river qualify for inclusion in the National System. Then we develop a set of alternative courses of action which could be taken to preserve the river. These alternatives are then presented at public information meetings at which public views are solicitied.

Following the public hearings, we complete a draft report and settle on one alternative. This draft goes through our Washington office and, if apporved, is then sent out to the governor of the state and the heads of federal agencies for official 90-day review.

After all comments have been received, we go back to the drawing boards, taking into consideration the points that have been raised, and complete a final report. This could lead to recommendation that a river or portion of a river be included in the National System under state administration. If this is the case, then the federal government need take no further action; it is up to the state to apply to the Secretary for inclusion of the river in the National System. Of course, Land and Water Conservation Funds may be used by the state to acquire the lands needed to assure protection.

If it is determined that the river should be included under federal administration, legislation must be prepared. This goes through the normal legislative committee hearings in the House and Senate. A river destined for federal administration can only be included in the system under an Act of Congress.

I anticipate that we will be involved in Wild and Scenic Rivers studies for many years to come. I know that many of you have personal knowledge of certain rivers and that you are very interested. So I am putting you on notice right now that we expect your help in the years to come.

Population Pressures and the Energy Crisis

Twenty-four million people were added to the population of our country between 1960 and 1970. Even though our reproduction is below the zero population rate, we are likely to add another 60 million or so people before the turn of the century. The year 2000 is only 26 years away.

The make-up of our population is changing as well. We have more young people, those under 25 years of age—from 42 percent of the population in 1950 to nearly 50 percent today. There are more older Americans. At the turn of the century, one in 25 Americans was over 65 years. Today one in 10 Americans is over 65. Younger people are more demanding of public resources, and older Americans depend heavily on community services.

There are other important changes: people are retiring at an earlier age. Many businesses have gone on a four-day work week. Some communities have revamped their educational programs to permit use of schools year-round. These events portend more leisure time for Americans, with corresponding pressures on parklands, open space, and recreation services.

Compounding the problem is the energy crisis. During the relatively short period of the present situation, we have begun to see an increase in the use of local recreation facilities. If the supplies of gasoline remain uncertain for an extended period of time, we will learn to what extent people will insist on carrying on their chosen activities close to home. Would people demand camping facilities in their neighborhoods? Or would they substitute some other activity, such as bowling or backyard gardening? Would they spend their time making home repairs, building airplanes, or pitching horseshoes, where they once visted resorts, backpacked, and waterskied?

Some say that increasing pressures from the stay-at-home would result in more interest in local park recreation and open space programs. I think that many professional park and recreation administrators see the enrgy crisis as an opportunity to expand and vitalize their services.

The energy situation is a big question mark. It seems likely to me, however, that with the population still increasing the long-range outlook will require considerable energy conservation which will have an impact on our lifestyles. People will be getting more exercies—doing things on foot such as walking to the grocery store, to get the newspaper, to vist friends who live just far enough away one would normally drive. There will be a greater use of public transportation, and we will see a revitaliztion of mass transit—trains and buses.

As the energy crisis became more apparent, there was a great casting around for scapegoats. Could it be that recreation and tourism were suddenly un-American? Perhaps so, for in the early deliberations on the Energy Emergency Act, language appeared in early drafts singling out recreation as a nonessential function. This changed when the social and economic value of recreation began to be recognized.

Some of us here today may look upon recreation entirely as a social need—the need to fill man's leisure time with worth-while and pleasurable pursuits. We are focused on the individual and the public good.

Yet, the individual and the public good are closely tied to income. The recreation industry makes up a very significant portion of the nation's economy, doing $100 billion of business and employing 2.3 million people. So, the effect of scarce fuel supplies not only makes it difficult for the private sector to provide recreation areas and services to the public but also results in significant unemployment.

For those of you who keep tab on the national unemployment percentage, an increase of one percentage point means there are about 900,000 more Americans out of work.

One of the things we have to guard against in the days ahead is reactions to the energy crisis which would disregard environmental values. Much of our recreation enjoyment depends on clean and pleasant surroundings. We are consumers of coal, fuel oil, gasoline, and electricity just like anyone else. We should be concerned about energy conservation as well as developing additional energy resources. The point is, we can have energy and a clean and pleasant environment. Over the long haul, careful attention to environmental controls (prevention) will pay off economically as the cost of cleaning up pollution decreases. There will have to be trade-offs. But, be sure you know what these are so you can act in an informed, responsive way.

It is a pleasure being with you today. I've touched on some Bureau of Outdoor Recreation activites which concern you as individuals and as an organization. With the uncertain energy situation and increasing population, it is likely that our lifestyles will undergo profound change in the years to come. Hard choices will have to be made in spending money and in maintaining a healthful environment. The Association of College Unions-International and every individual here are obligated to keep informed of government programs and to make your voices heard.

I invite your participation in the programs of the Bureau of Outdoor Recreation.

A Marketing Challenge:
Finding New Audiences for the Arts

Alvin H. Reiss

Arts Management Magazine

Several years ago, when a leading aerospace firm was seeking a corporate promotion director, it tapped on one of America's top marketing and promotion men for the high-level position. The executive, although flattered, declined the offer without the slightest hesitation because he felt that building his own company into a leader in its field was a more important and challenging job. The executive, Glynn Ross, was and still is general director of an arts institution—the Seattle Opera Association.

On the surface, the choice of an opera impresario promoting a "Fortune 500" giant may seem incongruous. Digging deeper, however, one discovers both logic and merit in the choice. For although opera companies and other arts organizations—symphony orchestras, theaters, museums and dance groups—may have once presented a gentle and decidedly non-competitive image to the outsider, that image has all but vanished in the past decade as cultural groups have entered the mainstream of community life. In the process, men like Glynn Ross have taken on a marketing challenge of awesome proportions, to attract and win the interest and support of new audiences from every field of activity, from children to businessmen, from senior citizens to blue-collar workers.

The experience of the Syracuse Symphony of New York testifies to the value of a sound marketing approach in the arts. A product "market test" by the orchestra three years ago confirmed two obvious facts: a full orchestra concert was inappropriate, too expensive or physically unsuited to many settings, and not every group enjoyed the same kind of music. The orchestra's solution? Almost as a business might have done, it decided to package its product in different sizes and styles to appeal to a variety of tastes. Through a unique contractual arrangement with orchestra players, the Symphony was able to break itself down into a number of smaller components—brass ensembles, string quartets, woodwind quintets and even a rock ensemble—for traditional symphonic programs.

Copyright 1974 by *The American Way;* Vol. 7, No. 2, February 1974
Reprinted by permission from American Airlines, Inc.

With the appointment of a full-time marketing director, whose sole function was to see people and promote programs, the orchestra set out to identify new markets, determine their ability to afford concerts, analyze their collective musical tastes and sell the orcehstra's services to them. "It's just like any business," claims marketing director Mary Cotter. "You can't sell the services of an orchestra by sitting behind a desk." The results of this aggressive marketing campaign have been impressive. In three years the orchestra has tripled both its earned income and the number of concerts presented.

While arts success stories are no longer a rarity, it wasn't too long ago that the idea of presenting quality cultural events in prisons, hospitals, rural communities or factories would have been greeted with disbelief. For years the arts in America were hidden behind a velvet wall designed to intimidate and keep out all but the initiated. With the end of the Second World War, however, the uprooting of old traditions and the emergence of a new and mobile comfort class, the picture began to change. The wealthy patron of the past, hit with a larger tax bite and seeing more red ink on the ledger of the museum or orchestra he supported, was no longer inclined nor able to wipe out deficits with a single stroke of his pen. The arts institution, facing run-away operational costs in a rapidly expanding economy, saw the inevitable handwriting on the wall. In order to survive, it had to broaden its base of support and attract new energies to its cause.

As the old walls crumbled and some hoary traditions faded, a new breed of patron—younger, more businesslike, more change-oriented—and a new kind of administrator entered the cultural scene. Committed to the community as well as to art, the new administrator viewed his job as a profession and he took a businesslike view of the operation he managed. Market development was an important concept to him, not only for its humanistic values (an expanded arts reach would benefit the entire community) but for its practical applications as well. New audiences meant increased ticket sales, new programming possibilities, more varied reactions to the arts presentation and the development of a constituency with greater fund-giving potential. The wooing and winning of previously uninvolved audiences also would demonstrate the social usefulness of the arts to government, foundations and other funding sources.

While market research and development was a deeply ingrained business concept, its application to the arts was new, and early proponents discovered that many in the potential audience still viewed the arts as an alien activity. Dance and theater might be okay for the college graduate who lived down the block, but for the cab driver or for the inner-city kid, the arts were joyless, heavy and unintelligible.

Arts institutions attacked the negative stereotype without changing the aesthetic content of their programs; they attempted to meet consumer resistance head-on. Greater scheduling flexibility made attendance at exhibitions and performances possible at hours when more people could attend. Through subsidy and through imaginative new programs, ticket prices were lowered for less affluent publics. A new service area emerged with organizations such as Theatre Development Fund and Hospital Audiences, Inc., making tickets available to union members, patients, teachers and others at little or no cost. Orchestras, dance companies and theaters lured younger people with special discounts—an American Place Theatre ticket card at only $9 is good for thirty-two admissions for those twenty-one or under. Audiences, new to the experience, were made to feel welcome. The new Kimball Art Museum in Fort Worth, Texas, for example, included among its preview events last year, a special party and tour for cab drivers and construction workers who had helped build the museum.

Perhaps most significantly, some of the formal trappings of the arts were removed and the element of enjoyment, always present but never visible to many, was allowed to emerge. Cultural promotion became lighter, even humorous at times. When the North Carolina Arts Council developed a series of public service spot announcements for television, it deliberately adopted a buoyant and somewhat irreverent approach to culture. One spot, set in a diner, showed a burly truck driver about to begin eating. A voice-over said, "If everything has become just a matter of routine, it's time you let yourself go and grabbed hold of something real." Simultaneously, the trucker tried to squirt ketchup on his French fries but hit his shirt instead. Viewing the red blotch and apparently enjoying it, he proceeded to squirt ketchup all over himself, the waitress and the diner. The scene then shifted to show the same truck driver at an easel, painting, as the voice-over said, "You need a new way of living—North Carolina, the State of the Arts."

Informality, audience comfort, enjoyment and fun became concerns of performing and visual arts groups. The Detroit Symphony's April Fool's Day, 1973, concert allowed audience members to select the program, after they were seated, from among fifty works in the orchestra's repertoire. At the New York Philharmonic's Rug Concerts, orchestra players performed on an auditorium floor, sans seats, for an audience surrounding them on rugs. Professional theater and dance groups have performed in every imaginable kind of setting, from converted garages to museum staircases.

Arts institutions presented special programs to erase images of austerity. The Eastman School of Music helped break down barriers and win new audiences with a "Musical Picnic," aimed specifically at family groups. The event, held in an atmosphere of gaiety, featured a box supper concert, a giant musical roulette wheel, volunteer hosts and hostesses costumed as opera characters, a playroom for children, prize drawings, strolling minstrels, dance performances and lots of music. The event easily sold out. In Winnipeg, Canada, the Manitoba Theatre Center presented a free, week-long open house for the community, highlighted by guided tours of the theater and its costume and prop displays; slide showings of past productions; special days for women, senior citizens and children; and a culminating all-night party. More than 3,000 people not on the theater's mailing list attended the event.

Along with attacking an unfortunate stereotype, arts administrators such as Glynn Ross of the Seattle Opera stepped in with imaginative campaigns designed to pinpoint target audiences and attract them to programs. In 1967, only a few years after he arrived in Seattle, Ross set his sights on a potential audience of thousands sitting virtually at his doorstep—students from the University of Washington. Aware that many of them viewed opera as an anachronism, but also aware that many of these same students had never attended opera performances, Ross decided to appeal to them through their contemporaries.

Five students, recruited through an ad in the *University of Washington Daily*, were off and running, speaking about opera to their fellow students in a language they understood. One flier distributed widely to students answered the question, "What is Boheme?" by describing it as the story of "four old-time hippies in an attic." Soon bumper stickers reading "Bravo Opera," and buttons proclaiming "Opera Lives," were common sights on campus. Ross invited student resident house leaders to a performance, gratis, and followed up with letters on a new subscription series suggesting that the leaders let their friends, know "what is really going on." Said Ross, "Today, opera actually surpasses the popular light show as a galactic happening—a trip into the world of total art." A later flyer aimed specifically at teens suggested "an opera date for the price of a movie." Ross's success with the whiz kids inspired other arts groups to develop the college market. Several years later the Utah Symphony organized a collegiate Advisory Board which sponsored Utah Symphony Week on the University of Utah campus and raised funds by selling "Happy Birthday Ludwig" bumper stickers to commemorate Beethoven's two-hundredth birthday.

If college students have had special appeal to musical groups, students from kindergarten through college have had appeal to all the arts. Although elementary school youngsters can hardly be viewed as ticket purchasers or contributers, their future involvement is vital to the long-range development of the arts. Thus, some of the most important programs of recent years have been aimed at students to help make music, dance, painting, sculpture, opera and theater as natural an experience for them as swimming or cycling. Better programming, both by adult and children's groups—the Children's Theatre Company of Minneapolis, whose annual audience has grown from 28,000 to 90,000 in two years, and the Paperbag Players are excellent examples—has been a key part of this effort.

Even pre-schoolers are targets for alert cultural groups. The Arts Council of Rochester, New York, works with all known day-care and pre-school centers in the city and sends them regular newsletters suggesting arts activities for youngsters. Recently, the council sponsored a day-long workshop on arts for the very young. In Baltimore, the Eastern Opera Company came up with the idea of putting an orchestra and conductor on video tape so it could send inexpensive opera performances with live singers to schools around the state. In Michigan, the state arts council's campaign to prepare youngsters for visits from Artrain, a museum on tracks, used an instructional medium the kids clearly understood, a specially written comic book.

One of the key developments of recent years, which has provided cultural institutions with an importnat boost in their campaigns to reach youngsters, has been the growth of the arts in general education. In a number of school districts around the country, pilot programs have integrated the arts into the general curriculum so that they relate with such familiar subjects as English, history and even mathematics. In University City, Missouri, for example, a program funded by the JDR Third Fund successfully integrated all the arts into the daily curriculum of 8,000 elementary, junior high and senior high school student in the district. When teacher Rose Marie Banks asked a group of eight to ten-year-old University City students chosen at random, what, if anything, their daily arts experience had inspired them to do, three out of five youngsters said they were redecorating their rooms. Another child said he was painting and decorating his doghouse which "had looked terrible." When asked if his dog was happier, he replied, "I don't know, but he goes in a lot easier."

Children may represent the arts future, but there are "now" audiences which cultural groups are cultivating as well. Older people and retirees may be at the opposite end of the age spectrum, but to the alert arts institution they represent an audience with time to attend programs, especially during the day, and experience to make them useful volunteers. And if older people are less affluent than the younger population, there are grants available for programs from government agencies and other interested groups. The potential here is best indicated in a National Council on the Aging report published last year. *Older Americans and the Arts* not only suggests a great many approaches to programming for this audience, but lists scores of arts groups who successfully reached this market. New York City Center's low-priced, eight-event senior citizen series attracts audiences of over 1,000. And the Metropolitan Arts Resources Committee of Rochester, New York, along with the arts council, organized a committee of senior citizens and arts group representatives which developed a master plan on arts for the aging. This included reduced admission rates, special events, use of the elderly in programs and regular mailings. The new program, helped along by a day-long tour of city cultural facilities for activities leaders of senior citizen groups, made significant progress in its first nine months with increased attendance at arts events by older citizens.

Business's emerging role as program sponsor, donor and ticket purchaser has been well documented in recent years. Within business, however, there are many different markets, each with its own need—giant industrial companies, their executives, blue-collar workers, professionals and labor unions—which cultural institutions are successfully reaching.

In Minneapolis, the Minnesota Orchestra tapped the customer entertainment budgets of local companies with a campaign aimed at businesses that bought baseball, football and hockey tickets. The 200 companies that responded to the message, "If you own Vikings, Twins and North Stars seats, why not the Minnesota Orchestra?" purchased $60,000 worth of season concert tickets.

A Boeing Company executive, "moonlighting" for fun as a Seattle Opera chorus member, helped provide the opening wedge for a campaign to win factory workers to performances of the Seattle Opera. Before every new production, lunch hour mini-previews have been held at the giant facility for audiences averaging 250 workers and executives, with back-up provided by opera posters placed throughout the plant, articles in the *Boeing News*, and announcements over the employee intercom system. Because of early success, the Seattle Opera is now planning to initiate a new Boeing Opera Guild, with membership drawn from each of the five Boeing facilities in the Puget Sound area. The Opera has also made a special pitch to local professionals. A "Dear Doctor" letter, sent to hundreds of local doctors, began, "Your concern about the quality of life is also our concern... Opera, like medicine, doesn't have to 'taste bad'...Make five 'house calls' for yourself to the Opera House."

The Seattle Opera may be adept at promoting to potential publics—family audiences were tapped for an English language production of *Madame Butterfly* through posters in Union 76 gas stations throughout the state proclaiming "Opera's a Gas"—but it is not alone in the effort. Name the potential audience and a cultural institution is reaching for it.

The Times Square Theatre Centre went after the impulse buyer, bargain seeker and experimenter when it opened its day of performance half-price ticket booth for Broadway and Off-Broadway shows last summer. A recent audience survey showed that 34 percent of the thousands of weekly ticket buyers *had not attended any* legitimate theater performance in the preceding six months.

An "arts" catalogue, for example, might include such listings as arts and new towns (a particularly interesting program in Cedar/Riverside, Minnesota, employs America's first arts advocate/planner); arts and athletics (the St. Paul Council of Arts and Sciences worked with the local professional hockey team to reach sports fans); arts and rural communites (three years of groundwork in Marlboro County, South Carolina resulted in a year-round arts program involving thousands of previously uninvolved people); and arts and prisons, arts and hospitals and arts and recreation.

In addition, all the arts have been playing catch-up for the past decade with an audience grossly neglected in the past—the economically disadvantaged inner-city youngster and his parents. Although there have been false starts and misdirected efforts in this area, progress has been made toward the development of a significant arts-aware audience in the neighborhoods of our city. Even the most well-established cultural groups have recognized the vitality of neighborhood audiences and the significance of street theater and other culture forms indigenous to the community.

The free, two-week-long, open-air street theater festival at Lincoln Center in New York City has become increasingly popular since its inception three years ago, and has drawn many first-timers from communities throughout the city to the center. Also, as Lincoln Center happily learned, a convert to the arts can become its best salesman. One postman, a familiar figure at every afternoon performance of the street theater festival last year, liked the performances so much that he asked the festival staff for an armload of fliers which he stuffed in mailboxes along his route.

One organization which symbolizes the arts thrust into new markets is Hospital Audiences, Inc., a four-year-old group which brings audiences to cultural events and brings free events to residents of institutions. Today, with headquarters in New York City and eleven affiliates around the country, HAI not only serves its original audience, hospital patients, but also involves the aged, the handicapped, convicts and ex-drug addicts in the arts experience. Importantly, the HAI program, which reached an estimated audience of 240,000 last year, has demonstrated that while the arts are frequently a key factor in an individual's rehabilitation, repeated exposure to music, dance or theater also can "hook" that same person for life.

Karen (not her real name), a former mental patient in her forties, is one of the people HAI has reached. It wasn't until 1970 that she first "tasted" the arts. HAI brought Karen and other Creedmoor State Hospital patients into New York City for plays and concerts. The experience was a revelation to her, and when she was released to an aftercare clinic a year later, she became the clinic's liaison to HAI, helping to arrange for the free distribution of some 700 tickets a year to her fellow patients. By June, 1972, Karen's condition had improved so much that she was released from treatment at the clinic. Her attendance at cultural programs had become so important to her, however, that she asked Hospital Audiences if it could make an exception in her case, and allow her to continue to attend the free events. The exception was made and until she moved to Arizona several months ago, Karen attended two or three performances weekly.

If Karen's case is dramatic, it is not unique. Not only has the arts habit been picked up by many newcomers in recent years, but there has been a decided attitudinal shift as well. A recent study on public attitudes toward the arts by the National Research Center of the Arts, an arm of the Louis Harris public opinion firm, revealed a positive public sentiment for the arts and a recognition by a strong majority of the public that cultural programs are important to community life. The study further indicated that, for many, the old stereotype of cultural austerity no longer existed. There are other, more localized indications of a changing public attitude. In Mahoning County, Ohio, the medical society celebrated its one-hundredth anniversary by contributing $31,000 to four local art institutions in recognition of their contributions to the community. In Utah, a professional basketball team, the Utah Stars, contributed $2,500 to a dance company, Ballet West, as a way of thanking its own fans for their support. Said a spokesman for the team, "it is our pleasure to give this recognition to another Utah-based professional company that has received international acclaim for the excellence of their performance—Ballet West."

Basketball teams, doctors, school kids, families, the aged, patients. The list is long and far from complete as the arts continue to make inroads into new areas of society. The record of recent years is impressive, but the arts task remains formidable because no matter how businesslike its administration, a cultural organization is still not a business. Its primary job is artistic. Its primary goal is quality. While reaching new markets is a key concern, the attempt can never be made at the expense of artistic excellence. As Syracuse Symphony marketing director Mary Cotter put it, "There always is a delicate balance in program selection between assuming a leadership role and being responsive. An extreme in the former may lead to loss in audiences (perhaps the traditionalists), and being too responsive means a loss of artistic integrity."

Happily, the arts are succeeding without compromising. Perhaps, as a result of their efforts, all of society, in the not too distant future, will recognize that the arts aren't simply important to life. They are essential.

Part Two: Multi-Culturalism

Multi-Culturalism, the Fulfillment of Prophecy through Education

Robert S. Pritchard

President

Panamerican Association

In accepting your invitation to present an address on Multi-Culturalism/Multi-Ethnicity as that relates to the administration and programming of college unions activities with far-reaching implications in the area of inter-personal and inter-group relations, I was presented with a challenging dilemma: firstly, one can contextually view the university union as a university-wide inter-group and inter-cultural oriented facility in which the human level successes and failures of classroom education are manifested in the various syndromes of group interaction which both sustain and plague our institutions of higher learning at every level. Secondly, it would seem that the university union could serve as a potential innovator of such programs that can have a positive and creative outreach effect upon the entire university community and beyond, as well as being a reflector of the health or ill-health of the multi-cultural/multi-ethnic state of the entire academic community. I need not, of course, tell you that all too many university unions have continued to exist in the traditional relationship with their respective institutions of higher learning as an adjunct supportive facility for student extra-curricular entertainment-oriented activities, rarely relevant to the higher mission of education which most will agree is directed towards releasing the human in the being of our students via the complementary approach of educating for professional skills and at once educating students to an awareness of the total self through the use of acquired problem-solving tools in life at every level of one's intellectual, emotional, aesthetic and spiritual nature. This latter empirical approach was once possible when the holistic concept of the "Renaissance Man" dominated educational philosophy. Unfortunately, it is not possible in educational institutions which continue to resist this part of the 20th Century's mandates for new educational norms which require a *Multi-Ethnic Approach to Total Education* in all of its disciplines and facilities. The student is thus inhibited from acceeding to his full maturity, or at the very least an awareness of his potential to acquire maximum fulfillment and use of his gifts and talents, however limited or expansive. It is no wonder that under these conditions the various crisis of impending confrontation between a multi-ethnic/multi-cultural student population is virtually unavoidable whilst there remains a guidance vacuum of university union directors and staff insensitive to the drama and nuances of present-day multi-cultural and multi-ethnic lifestyles, to which today's students have a commitment without parallel at any previous time in our history.

Accordingly, while I understand that you would expect from me a paper exclusively devoted to the problems of the student union per se, I do not feel that this could be responsibly achieved without dealing with the whole question of innovative education as it relates to multi-culturalism/multi-ethnicity. I trust that you will bear with me in my attempt to address myself to this question from a holistic point of reference, which I trust you will find relevant at every level to your very special concerns.

Since humanist-educators view the university union as an integrated part of the entire university facility, or as I hope you will believe it should so be viewed, I trust you will find "no straying away" from the title reference point of this address, as I attempt to explore various concepts of multi-culturalism and multi-ethnicity in education in both its structured and unstructured character, from the classroom, laterally to the faculty and administration and civic community and contextually from a broad discussion of new norms in education as a "verity", non-static, always evolving and changing phenomena related to the processes of civilization and acculturation as that in turn relates to man's ascendency to his status as being with human potential. It is the yearning of youth today to fully apprehend the human in their beings to which education ought contextually to, in my judgment, address itself. And perhaps it is the university union as a laboratory for the development of those new norms which can best serve the attainment of that highest of all goals stated in various philosophies of educators, from pre-Biblical times to the present.

I have come to you in as generous a spirit of service as I am capable to share the experience of my lifetime capsuled for this occasion in address and informal talks with you on the subject of multi-culturalism, and the ethnic studies establishment—which of course includes the university unions.

I do not expect general agreement on the various these I shall put before you for your consideration. On the contrary, I expect wide dissent, which I would regard as much as an indication of a meaningful dialogue as I would if there were general agreement with my total thesis.

I hope you do not expect from me the traditional drama, bombast and charisma of the professional lecturer, for I regret most deeply that you will be most disappointed, not only with my delivery, but perhaps with the sobriety of the message I wish to convey.

On principle, I would reject the commonly used techniques to persuade or to otherwise draw you to my point of view, particularly on so important and sensitive a matter as innovative education, not solely with respect to the university union, but with respect to the total acadmic community of which, I repeat, the university union is, or ought to be, an integral part. Rather, will I speak to you as friends and colleagues in the hope that somewhere between my views and your reactions to them, we may both find some common groend upon which we may leave each other's company each a little wiser, and perhaps even a little more inspired regarding the subject matter of my ad[illegible] *A [illegible] Ethnic Approach to Total Education*.

Before proceeding, I think [illegible] little understood role in the arena [illegible] policy, little understood only becaus[illegible] performing and creative artist—an[illegible] with all the mystique that obviates agai[illegible] in the 20th Century as the "Renaissance [illegible] has always been in times past. I take this liberty only [illegible] I have reached middle-age only to discover much to my dismay that I am viewed in some quarters as a professional iconoclast. This is the reward one hazards in being a black public figure in an arena that is over-vocationalized and over-categorized in an age where publicity and notoriety have become a tool, even for more or less conservatiely oriented "ethnic" personalities who seek a life of service, which in our time, regrettably and too often, involves one in unwanted but unavoidable confrontation. But in the politics of inter-cultural affairs in the United States, I have long ceased giving credence to my own public relations planned by others with or without my consent, and to this day, I am somewhat embarrassed by the confining appellation of "Dean of Black American Concert Pianists" which is actually an attidudinal reflection on the culture-at-large, and whatever other media references have drawn public attention to my person in the course of my single life and several careers.

I have always believed it is a man's work or works which has the right of value, not his person. At the risk of injecting an immodest and bellicose seeming reference, I would remind you that the "Renaissance Man" found no contradiction in the pursuit of multiple interests. I would further suggest that the ideal is not antithetical to the main thesis of this address—as it relates to the legitimacy of the artist as humanist and educator with those special sensitivities not found often enough in the persons of other experts in the area of educational enterprise. At the same, time, I have reluctantly, but frankly not immodestly, submitted references through the media to my leadership and sometimes confrontation role as a concert pianist and composer, as a foundation executive, educator, inter-American and African-American cultural, educational and economic exchange "specialist." It is an interesting dilemma, but it is precisely because I have never assumed the role of a black American expatriate artist when conditions might have warranted it, that I embraced involvement in controversial domestic and international problems beyond what is viewed by my parochial-minded fellow-Americans as the perimeters of a performing and creative artist's activities…as an unofficial advisor to African independence movements, as an advisor to African and West Indian Governments, and as the originator of such cultural enterprises as the *Premier Festival Mondiale des Artes Negres* implemented in 1967 by the Senegalese government with the assistance of UNESCO. (Incidentally, the second edition of that event will be hosted in 1975 by the Nigerian Government as the *Second World Festival of Black Arts*, thus securing a tradition that has significantly contributed to the concept of universal black unity). I have also been the chief of a correspondence team on international affairs for the Afro-American News Group, and an exponent of innovative multi-cultural education.

I think the point I am attempting to make is that most of the world's performing and creative artists have been independent men of affairs and influence, and this illustrates the rule rather than the exception, particularly as it regards the role of the artist in world society today. While I am embarrassed that my career pursuits are often viewed by my fellow creative and performing artists as precedent-setting, the fact is that the precedent was established centuries ago and is today manifested in the life and careers of such persons as the now retired contralto Marian Anderson who, with great distinction sat as the United States Alternate Delegate to the United Nations; Conductor-composer Leonard Bernstein whose social and political activism led him to what many believed were extremes in his support of the Black Panthers; the great American poet LeRoi Jones, a.k.a. the Immamu Barraca, whose militant advocacy of black self-determinism continues to make an indelible imprint on the socio-political character of certain facets of American life—the list is endless and encompasses major performing and creative artist figures representing almost every ethnic group in America. Of course while it is true that the artist as a man of affairs in American may be viewed as a phenomena, one only has to make a cursory survey of the creative talents and cultural pursuits of the chiefs of states and the diplomatic corps of most third and fourth world countries to find that in this context the balance of civilized values and development is in favor of the latter and not the former. That statement is not vitiated in any way by the fact that our Presidents Truman and Nixon tinkled on the piano while "Rome burned."

As a black child prodigy, I was groomed as an internationalist. I enjoyed the influence, acquaintanceships, and even the friendship of some of the great men of our time, including Albert Einstein, (whom you may not know was an amateur violinist of no mean ability). Through the Central New York Patroness of the Arts, Mrs. Elsa Von Kahre Richardes and her late husband, the Canadian Colonel Kenneth Richardes, whose estate was donated to us and has become the nerve center of the international activities of our foundation, and whose family contributed a major sponsorship to my education and multi career development, I shared their friendship with the venerable and now retired concert tenor Roland Hayes, whose 75th birthday anniversary in 1963 I helped, with the funding assistance of the American Missionary Society, to celebrate by organizing a Carnegie Hall Anniversary Concert, simultaneously observed in most of the over one hundred predominantly black colleges in the United States in what turned out to be a successful effort to bridge the gap between present day black heroes, and a young black generation in need of living heroes beyond the perimeters of the athletic and cinema stereotypes to which contemporary black heroes have been confined. Marian Anderson as one of the patronesses of my debut at New York Philharmonic Hall during its 1962 Inaugural Season, also influenced my life, as did Paul Robeson; the late Dr. Louis T. Wright, for twenty years Chairman of the Board of the NAACP; the late poet, Langston Hughes; the late Dr. Martin Luther King, Jr.; Muhammad Ali; distinguished Catholic lay theologian, John Howard Griffin; William Kuntsler,—I will stop here lest my point be lost in what may appear to be name dropping. But America was not then, and still is not yet ready to fully accept a performing artist, let alone a black performing artist, who enjoys the friendships of heads of state of Third World countires. Nor was or is there an understanding of the fact that at the same time I enjoyed the acceptance, friendship, confidence and patronage of heads of state, kings, prime ministers, and ambassadors of First World countries. But I was not then nor now seeking acceptance in any context: only the means, achieved in no small way through sacrifice, sometimes cruel and inhuman confrontation (even to usurpation and plagiarism of my ideas and concepts by ambitious but notable men, even of my own race [the most notable example being a great president of a great African nation who refuses to this day to relinquish his spurious claim on the conception and proposal for the black race's greatest cultural enterprise, the now-established World Festival of Black Arts which his nation implemented in 1967 without due credits, in the same manner than an ambitious and unscrupulous concert pianist of a generation ago produced recordings of another fellow artist under his own name]), to pursue a life of service and adherence to the highest principles and moralities which find their flowering in the arts and their resonance in all human enterprise. Accordingly, for example, my friendship with the much maligned Dr. Francois Duvalier of Haiti confused the American media, despite the fact that our foundation played a particularly auspicious role in bringing about a rapprochement between the United States and the historically beleaguered black people of the Caribbean. This did not endear me to our Department of State at the time. That experience has since been officially re-evaluated as a major contribution to the successful movement over a decade towards a rapprochement which took place during the latter days of the Johnson administration between the U.S. and Haiti—culminating in the first appointment of a black ambassador to Haiti since the days of Frederick Douglass and the restoration of full participation in the economic and political institutions of the "confederation of the states of the Americas".

It is more inconceivable to me that it is inconceivable to white America that a black American could be born into a Southern family which was proud of its at least three recorded generations of service to innovative education, primarily at the secondary and college levels, for I was in my very early youth provided special tutoring by my educator aunts and uncles on the role of the New World African in forging New World societies long before the establishment of the present-day Ethnic Studies Establishment. I and my brothers and sister were fortunate enough to be provided access to the study of our black heritage, and were thereby spared the agony of suffering the "crisis of identity" that remains abroad in the land, not only in the non-white community, but indeed among some white ethnic communities.

In any event, as I stated earlier, I do not expect general agreement on the various theses I shall set forth. I have found no alternative to being myself, nor to following the free and inquiring spirit of inquiry which is given as a talisman to those who have the misfortune or good fortune of being multi-talented. I know my commitment to a *Multi-Ethnic Approach to Total Education* may raise some questions in some quarters as to the credibility of my commitment to the somewhat parochial quest for black self-determinism, but after I have shared my views with you, I would hope that you may join those who have come to understand that there is no necessary conflict between a universal, humanistic approach to the problems of racism, (whether in education, government and enterprise) and the various parochial approaches which are not undramatically manifest in the *separate and unequal* ethnic studies structures in our American colleges and universities, which I believe are faltering precisely because they do not have the overview required for survival. Further, I do not find any inconsistency in my total commitment as a multi-culturalist and my activist role in support of black self-determinism at home and abroad.

In my various presentations before college and university audiences, I have found it inescapable as a corollary of my very presence on a campus to raise more unsettling questions than comfortable answers in settings which traditionally seem to offer too many instant answers to questions which have not even been posed, and when posed, hardly understood. For this brief period of time, however, I hope to transmigrate my listeners to a mythical or imaginary university of discrete aspects of the human experience in which nothing is learned or retained in retrospect, and where all reality is without for, save for that reality which emerges on the basis of human principles centered around "Man"—humanistic thesis I will touch upon later. Having long since despaired of the "language poverty" of professional educator jargon—with its exclusive intellectual appeal, I have taken the liberty of attempting from this speakers podium, as I would from the concert stage or conductor's podium, to invite your apprehension of my views with your total person, mind, heart, and soul via some seemingly metaphysical language and references which most of you would otherwise expect in the world of Academe. If power is indeed a reality that we are attempting to share with oppressed segments of our society, we should be aware that acquired knowledge is powerless without a sense of destiny. True relevance in ethnic concerns must issue from an affirmation of authority based upon a sense of destiny.

It is because I am in a position to personally substantiate this without burdening you with "traditionalist footnote" historical references, that I welcome the opportunity to do so. The significance of experience itself has a direct bearing on the subject of a *Multi-Ethnic Approach to Total Education*. For however an educational program may be structured in the unchartered area of multi-cultural/multi-ethnic education, we are talking about a new idea of experience informing new educational processes and norms. And in the transactions of humanist-educators, *I believe it* *is often those like myself who have no standing or vested interest in the educational community who become responsible for forging new directions for mankind in its quest for peace and human dignity, through education.*

The evolution of our holistic concept of a *Multi-Ethnic Approach to Total Education* can with some oversimplification be studied through some contributions to educational, philosophical and diplomatic terminology, originating from our "think-tank" search for new and relevant norms in the area of universal education.

Two such terms now widely used by scholars in the field of cultural history, anthropology and the various social sciences are "indigenous cultural resources" and the "Fourth World of Humanism"—the first widely regarded as a major contribution to Third World relevant semantics dialogues among U.S. artists and intellectuals to scintillating exchanges between myself and the humanist President of Zambia, Dr. Kenneth Kaunda — to the debating councils of the U.N. Since the acceptance of the concept of the term "indigenous cultural resources" was the *sine qua non* factor for the conception and final acceptance of the concept of the "Fourth World of Humanism", it is appropriate that I discuss the former first, all the while directing your attention to the contextual educational concept of a *Multi-Ethnic Approach to Total Education* in which the following terminology is discussed and has particular meaning in this paper.

The internationalization of perspective vis a vis *le monde noir* began in the mid-fifties with my first trip to the geographic and aesthetic center of New World African culture, the "Pearl of the Antilles", Haiti, where my involvement in the continuing cultural renaissance of the people of the oldest black republic of the New World was honored not only by a Haitian government appointment as artist-in-residence for the Republic of Haiti and an Honorary Doctorate from the Univesite Nationale d'Haiti for my services to Haitian-American cultural, educational and economic exchange—but as well a recommendation to the late President William Tubman of Liberia from his ambassador to Haiti, that I be invited to the first Republic of Africa to apply my humanistic and education-oriented concept of the development of the "indigenous cultural resources" as a civilizing balance to what I considered the anti-human norms in First World societies which in their covetiousness of the fruits of the technocratic universal mentality of industrialized societies, had abdicated not only respect for most human values, but had instituted educational anti-norms to support the primacy of materialism over the spiritual values which man is said to possess distinguishing him from the beast. I shared the concern of many Hommes de Culture and educators of that time that the emerging new independent states of the Caribbean and Africa might, in race to acquire the technology necessary to provide life supports for their people, might tragically follow the example of the West in losing respect and adherence to ancient "quality of life values" for which the factory and market place can never be a substitute but only a support. The nuances of that concern could be seen everywhere amongst Western missionaries (too often the advanced guard of the new "conqueror", by the force of arms or the persuasiveness of foreign aid—ideologists masked as foreign economic missions) in whose wake Third World people naively accepted ideological and economic submission, thus supplanting neo-colonialism for colonialism. As an educator, I was determined to bear witness to my respect for all cultures non-alignment with any ideology save that of humanism (if the imagination can be spuriously stretched to conceive it as an ideology)—and in fostering cross-cultural exposition in lieu of cultural imposition towards the development of as great a respect for a people's "indigenous cultural resources" as industrialized nations possessed for indigenous or foreign material and natural resources.

Eschewing all references to me in Latin America and Africa as "an American culture and education expert", I rather projected my activities as that of a continuing student of life, human affairs, and enterprise, thus attracting a brilliant international cadre of professional and lay aficionados whose concern for the dangers of cultural impositon via education, business and/or religion were as great as mine and transformed the, as I had been transformed, into "indigenous cultural resource advocates"—an advocacy which spread throughout the Third World and thus contributed to the avoidance of many of the monstrous social, political and economic historical mistakes of the West in the "growing pains evolvement of underdeveloped nations" towards positions of primacy not only in world affairs, but in the protection, (principally through indigenous educational norms) of the soul of their peoples against violation by some of the polluting and perverting mal-influences of our great Western culture, which in our time somehow got off the track of its own great and yet unfulfilled destiny.

The use of "indigenous cultural resources" (among which are music, painting, literature, architecture, dance etc.) as a tool of study and research was the focus of my series of lectures at New York City's New School for Social Research in the very early sixties upon my first return from Latin American and Africa—a course which has been sidely referred to as the first contemporary organized course in Afro-American, Africana and Third World Studies. It was also the point of reference of many of my lectures at U.S. university unions during that period in which I was re-evaluating my role as a man and artist in society. Via this route, the "processes of acculturation" of any multi-cultural society, whether uni-racial or multi-racial, could begin to be apprehended. The concept applied with equal relevance to white multi-cultural societies as to non-white multi-cultural societies. It has since been widely applied particularly by Latin and North American scholars and educators in the study of the processes of acculturation in the New World, where the application of the concepts implicit in the term "indigenous cultural resources" had substantive implications during a time when ethnic studies facilities, particularly in the U.S. and Canada, were in their ascendency, when separate ethnic university unions began to proliferate as a reaction to the uni-level relevance of the university union to the culture-at-large, which obviated even the possiblity of accomodation between white and non-white ethnic student participation in university union activities on a level of meaningful intra-cultural exchange.

But the university union dilemma was only a reflection of the ethnic and cultural dilemma of our society. There was the covert suggestion that the term "deculturation" described only that a strategic awareness of culture had been obliterated in the collective consciousness of non-white ethnic minorities and majorities in the Americas, and that the creative genius of oppressed races in both the New and Old Worlds had not been stilled though dominant white institutions, educational et. al. had been structured in such a way as to eclipse the idea of culture and civilization especially with respect to non-white social groups in order to perpetuate the domination of the "culture-at-large". The very spiritual and historical existence of a people was seen to be conditioned by the acculturation process. The door was finally opened to apprehend educational methods through which the "crisis of identity", particularly amongst New World people, could be arrested. My Third World oriented course at the New School for Social Research attempted to affirm the viatlity of the concept of "indigenous cultural resources" as a basis for a claim that there is a redeeming life force in which race and culture are decisive elements in the context of the dynamics of "cultural imposition" vs. "cultural exposition". We all share a distinct and common claim on the civilizational process in terms of the mystery of creation and absorbtion and this claim is transposed, as I see it, within the precincts of our most hallowed institutions: educational.... not the least of which is the union, government, and enterprise.

I have already forewarned you that my concern for the university union issues from a humanistic and internationalist point of reference; and that as the multi-culturalist that I believe I am, I would attempt to avoid any semantic misunderstanding with respect to certain recommendation I would make relating to the university union as a facility that should be relevant to the entire multi-cultural/multi-ethnic academic community. To further diminish the risk of semantic misunderstanding, I would refer you to the second concept informing my development as a multi-culturalist: the concept of a "Fourth World of Humanism." It is a pragmatic concept which grew out of the Third World concept—though first applied to the inter-dependent role of world states in lieu of the now unworkable superpower vs. the underdeveloped (suggesting powerlessness), have and have-not relationships in the international community. In describing the "Fourth World of Humanism" concept, I trust that you will clearly see the positive implications of its relationship to the inter-disciplinary studies concepts in our university and its multi-cultural/multi-ethnic concept progeny as it relates to the university union. But first permit me an expositon of the "Fourth World" concept, its relationship to the reality of international inter-dependency and the inter-disciplinary conduit towards a multi-cultural/multi-ethnic approach to total education—and the latter's resonance in the relevant university union, that I assume we all desire.

As I conceived it in 1971, the "Fourth World" embraced ethnic and national communities of differing ideologies, in different stages of development. In a statement published at the time in Syracuse, N.Y., I wrote, "The world, having miraculously survived the mercantile and industrial revolutions of England, America, Japan and Western Europe, is now inspired by the cultural revolutions based on ethnicity.....Now, the Fourth World rises like a Phoenix out of the flames of history's spurious promises to offer hope in our time of common humanity's survival with dignity."

The idea of a Fourth World presence dissolved the political divisiveness attendant upon distinctions between the capitalist and socialist nations, and the non-aligned countries. We know that two out of every three men, women and children on this earth are now suffering from hunger and malnutrition. Ideology is a monstrous hoax on these populations.

In 1972, during a vist to Zambia, the "Fourth World" concept took on a new dimension. There I discovered that President Kenneth Kaunda's domestic-oriented principles of humanism and multi-cultural, multi-racial and multi-tribal policies epitomized my "Fourth World" internationalist concepts, seen at every level of his government and the lifestyle of his peoples, not in philosophical, but pragmatic manifestations. In October, 1972, I discussed the idea with President Kaunda at Victoria Falls prior to an official state luncheon in honor of the president of India, Saraswiti Giri. Later I made reference to it in an interview with the Zambia Times published on November 9, 1972. The "Fourth World" theme was struck anew at the United Nations only a few months ago by Zambian Foreign Minister Vernon Mwanga (formerly publisher of the Zambia Times) who stated the new humanistic principle from a holistic point of reference rarely to be found in diplomatic exchanges, but here immediately supported by his Third World diplomatic colleagues, "We can seek to establish a Fourth World in which the interests of the First, Second and Third Worlds are consummated."

At the Sixth Special Session of the U.N. General Assembly on Raw Materials which convened on April 9, 1974 at the request of Algerian President Houari Boumedienne, the new concept of a "Fourth World" was introduced into the international scene. Though the pretext for the session was the international energy crisis which attracted needed support from the industrialized nations to organize the forum, the actual purpose of the deliberations was to challenge the outmoded neo-colonial view of a world divided between *The Rich and the Poor nations...the haves and the have-nots*.

The idea of a "Fourth World" affirms the potential of independent development according to the indigenous character of a people, and the special features of their culture...not according to the character of Western or any alien technocracy, and the special inter-dependence interests of the industrialized and developing states. Implicit in the concept as it was then enunciated, however, was veiled diplomatic challenge to the industrialized world by sovereign Fourth World nations, the owners of the natural resources which had traditionally fuelled the economies of the First World. *Interdependence* became the debate's *hidden agenda*, discrediting the traditional "*Great* and *Little* Powers" mind-sets which so often determined both the agenda and the outcome of similar confrontations in the past.

It is one of the perversities of our time that it has become a common place acceptance that famine stalks the eartl and is decimating the non-white peoples of the earth. To the extent that we share the same planet, and by virtue of that fact of our interdependence, we are all *existentially* responsible for genocide by default in a world stalked by hunger. I say this not only with feelings of outrage that such a condition can exist in a world where the funding of inter-planetary exploration precludes the funding of priority programs directed towards the creation of new and greater food supplies for the starving peoples of the world, which represents the majority population of the world. This outrage is in no way vitiated even by the great evidences of the humanitarian impulse in us all, faith in the inherent generosity of mankind and the capacity for a human response to a critical situation, particularly from the United States.... so monstrous and horrendous is the conditon which permits the peoples of affluent states to enjoy the luxury of gluttony whilst malnutrition and non-nutrition plagues mankind's majority.

In the context of the "Fourth World" concept, however, the industrialized nations are taking congnizance of the plight of the poorer countries and the ever-widening gap between the rich and poor nations. This acknowledgment takes several forms. Foreign aid experts are noting that the development of the poorer nations is in the vital interest of the industrialized nations if only as export markets. Political leaders of the industrialized world are also voicing concern at the prospect of revolutionary capitalism which shall enable poorer nations rich in natural resources and sources of energy to conceive of their raw mateials as capital in and of itself. I am not referring to government officials in the oil rich countries who seek merely to ensure a prevalence of remunerative prices for their nations. I refer to independent thinkers, visionaries and idealists and educators, who have discovered that the mystique of colonialsim is on the decline, and that a new mystique of ownership of capital may be based on the demand for raw materials. This is simply a matter of extending the notion of property in terms of pure common sense. For the present, Western leaders allege that the developing countries depend to great extent upon the capability of utilizing these resources by the industry of the developed countries. But there is everywhere in the Third World striking challenges to this view, manifested by the development of indigenous technical and management skills and the concomitant proliferation of home-owned factories to convert the resource of the former raw material producing states into products which can compete on the world open market with the overpriced products of First World nations.

The "Fourth World" concept marks an attempt to restore equilibrium in international and human relations. The theme of interdependence is a timely one...for the same kind of relationship has begun to exist on the University campus in the area of inter-group relations. It does exist in the form of inter-disciplinary programmes of study.

The educational establishment has been aware of multi-culturalism as a factor in campus life for some time. Resources have been marshalled to institute separate facilities, and enrollment procedures have modified. Campus life has been revolutionized, although we are in a period of relative tranquility. The very structure of the university: the administration, faculty, students, professionals, laborers etc. are undergoing the trials and tribulations attendant upon the necessity to acknowledge the inter-dependent character of their relationship—supplanting the traditional hierarchial one. Student demands for participation in administration decision; faculty and student coalitions emanating from frustrated relationships with entrenched administrative authoritarianism; non-white student and faculty demands for equity at all levels within academe—are but a few examples of an awakening of the need for the application of new norms in the realm of inter-dependence within the university community. Still I believe that alienation still persists to the extent the students are denied the right to learn from a multi-ethnic/multi-cultural curriculum, and to the degree that the spirit of inter-dependence in scholarship is eclipsed.

I have used the terms *multi-cultural* and *multi-ethnic* as if to suggest that there is some general consensus regarding the precise definition of those terms. Of course there is not Still, while you may not accept my interpretation of those terms, it is obviously better that I share them with you, as to, at the very least, provide you with a semantic guide through which we may all walk together towards the concept of a *Multi-Ethnic Approach to Total Education* —the ultimate goal of this paper conditioned only by that concept's relevance to problem-solving within the univeristy union.

As an exponenet of multi-cultural education, I would attempt here to confer upon it a deeper meaning which frees it from the world of rational constraint and strategy. I will endeavor to describe how it is operative, and to substantiate the belief that multiculturalism and separatist ethnic identity are constant poles in a continuum, parallel or concentric patterns which are inherently compatible. I see no inherently unproductive indigenous movements (constant minority influences which shape our culture) and the existence of an ever-expanding and changing culture-at-large. In fact, the minority influences are the dominant catalytic sources from which all blessings flow to the culture-at-large. Nevertheless, there is a dialectical struggle between the minority and the dominant cultures, but that opposition is in my view a generator of the imperative of multi-culturalism which educators in particular have yet to acknowledge in a programmatic and creative sense. There are deliberate strategies by certain white and non-white minorities to usurp dominion over our educational institutions. But this is an ephemeral, passing stage not only in the U.S. but in the culture of the West as it is manifested in proliferating racialism and its various progenies, and sexism, etc. It is a fundamental error to despair in the process, and to believe that oppressed social groups or races can be *decultuarated* into the now-discredited *melting-pot;* or that any form of oppression can succeed in indefinitely thwarting the acculturation process, a holistic expression of non-self but collective world societal determinism which inevitably triumphs over both the arrogance and inertia of the dominant influence over minority influences.

Multi-culturalism is a humanistic concept. Humanism is the philosophical context in which the concepts of multi-culturalism, multi-ethnicity, and cultural pluralism take on cognitive meaning and beyond which they are purely exercies in sophmoric semantics or jargon of spurious models of liberalism in education. As a description of cultural diversity within a given geo-political or institutional setting, it has no meaning apart from *Man* . Humanism, in the words of my mentor and friend, President Kaunda of the African nation of Zambia, is "the high valuation of man and respect for human dignity...in the sense that all human activity centers around man." To the extent that we have in the past excluded acknowledgment of ethnic identity of non-white peoples in the U.S., or scorned their achievements, we have diminished the "phophecy-fulfilling" American idea of man. If I amy be forgiven another brief aside which illustrates the multi-cultural values reflected abroad, I shall, with your permission, quote President Kaunda's remarks at the close of the Pritchard Concert Ensemble's Command Performance a year and a half ago in Zambia: "We admire you and your colleagues not only for your artistry, but for the example of the ease and naturalness in the human relations you all enjoy despite the differences of skin color." This statement failed to endear me to our U.S. Ambassador whose sole cynical response was, (after having been kept waiting an embarrassingly long time to present her credentials and receive diplomatic recognition by the Zambian government), "How did you bag this coup and what's next?" *Examples closer to the field of education can be seen everywhere where methodology upon methodology supports an educational establishment seemingly more talented in creating method of infusing knowledge than in apprehending knowledge itself.*

In attempting here to wed the structural pluralist tendencies of separatism and the genius of the symbiotic relationships between various cultural and racial groups, we are substantiating the fact that they are integral to the existence of the geo-political framework as a whole. Now, the acculturation process as experienced in the new world by European and Oriental immigrants, indigenous peoples of the Americas, African peoples forcibly transplanted here, suggests that a demographic or racial interpretation of the term "minority" is somewhat spurious. Never in the history of mankind has there been a greater confluence of races than has occurred in the Americas over the past four centuries. This, too, suggests a unique demographic situation. To be traumatized by the concept of racial minorities in the context of an existing reality of race mixture is preposterous. It is obviously more realistic to address oneself to a *multi-ethnic majority* . Yet, it is this aberration, mystique of minority interests and assimilationism which holds sway in our national life, with a particularly strong resonance in the educational sector. There is of course no such thing as pure race, or pure culture. But there is a redeeming organic life force in which race and culture are decisive elements. And as heirs to the multi-ethnic and multi-cultural diversity of the new world environment, we all share a distinct and common claim on the unique civilizational process in terms of the universal mystery of creation and absorption.

In the process of elaborating a blueprint for a Multi-Ethnic Approach to Total Education, *the Panamerican Association's Multi-Ethnic Studies* Think-Tank *has for some time been aware that scholarship and reserach itself requires new approaches to cognition.* We must dynamically improvise a new methodology to apprehend the long and tortuous course of culture contact and conflict throughout the constantly expanding recorded history of man, in different dimensions and disciplines, in various historical settings, according to the predilections and biases of various observers, chroniclers, poets, painters, ethno-musicologists, musicians, social scientists, anthropologists, historians, etc.

The data are everywhere contaminated by the fact that we have all been incipient humanists in the academy, as educators attempting to induce knowledge which has no deomonstrable connection with truth. This makes it ever more imperative in approaching the experience in multi-culturalism, that we recognize that we are all embarking on an unprecedented quest for a metaphysical scaffolding predicated on the unknown and at the same time, on empirical truth.

We are confronted here with a paradox of culture. Culture, in the sense that assimilation is inevitable, is the obverse of the mal-mystique of race. While race is generated by some cosmic instinct which fosters group survival, culture is an entity which is a product of multifarious influences. This has been viewed as a discovery of decisive importance. Culture does not, like race, come from nothing. *The great cultures are entities, primary or original, that arise out of the deepest foundations of spirituality, and the peoples under the spell of a culture are, alike in their inward form and in their whole manifestation, its products and not its authors...* A race may for a certain period of time find itself in the clutch of cultural crisis or change or contact, like the peoples of the Alexandrine settlements, the Carthaginians of Roman times, or the Russian peoples from Catherine the Great to the fall of the Czars. That crisis will both predictably and concentrically awaken an overpowering need to invigorate itself and both seek and reject identification with the culture of the oppressor. But his process does not to any extent dispel, but to the contrary re-invigorates the force of ethnic identity; thus explaining why a myth of powerlessness is often summoned.

The consciousness of race and culture has for many centuries been an element of what Alfred Weber called a "corporeal formation of history". As Spengler pointed out:

> *What has inhabited the earth since the Ice Age is man, not "peoples". In the first instance, their destiny is determined by the fact that the bodily succession of parents and children, the bond of blood, forms natural groups, which disclose a definite tendency to take root in a landscape. Even monadic tribes confine their movements within a limited field. Thereby the cosmic plantlike side of life, of being, is invested with a character of duration. This I call race. Tribes, sects, clans, families-all these are designations for the fact of a blood within circles, carried on by procreation, in a narrow or a wide landscape.*

For the purposes of clarity and succinctness, I will not venture here to define the *landscape* . As Spengler later points out, "We have to distinguish the destiny of a people from its name." In the light of the infinitesimal migration of races and peoples through the ages, it is simply incumbent upon us now to modestly attempt to identify the multi-cultural spirit in terms of its directions.

However sacrosanct and profound the notion of destiny implicit in ethnic identity, it is also true that race does not exist. As Spengler points out, "In race there is nothing material, but something cosmic and directional, the felt harmony of destiny, the single cadence of the march of historical being." We have only to consider the patriotism that is inspired by the educational system of a particular country as being in the national interest. In 1957, during my U.S. State Department tour of Europe, the Middle East and North Africa, I appeared in concerts in Yugoslavia for peasants and before President Tito himself with a program of New World Music repertoire not at the time identified in the classical music mainstream. At the same time, I learned much of the Yugoslavian policy of Minority Federations, one of which is Macedonia. "In Macedonia, in the nineteenth century, Serbs, Bulgars, and Greeks all founded schools for the anti-Turkish population. If it happens that a village has been taught Serb, even the next generation consists of fanatical Serbs. The present strength of the 'nations' is thus merely a consequence of previous educational policy." It is interesting to note parenthetically that there is serious concern today within the Macedonian State of Yugoslavia and within the Federal Yugoslavian Government with regard to the attempt to assimilate the Macedonian population of Bulgaria, which is inimical to Yugoslav-Bulgarian relations. The problems of multi-culturalism are universal and in their parochial manifestations have historically disrupted international relations.

This is particularly evident in the rise of the nation-state which represented an idea forged by the spiritual energy of a particular community. It was not the entire population of France, for example, that challenged the absolutist monarchy of kings by divine right, nor was it the entire population of Russia that deposed the czars. In Haiti, it was an alliance between the slave population and the Jacobin mulatto minority, imbued by the forces of acculturation imparted by the messianic zeal of the French Constitutional Convention which led them over the threshold of independence. Thus we can echo Spengler who states, "Every nation is represented in history by a minority." That is whay a nation of emigres, religious or ethnic, can alter the course of world history. That is why Latin American nations became independent from Spain under the leadership of Bolivar. Though a mestizo, Bolivar was an aristocrat who identified more with the Spanish hidalgos (who had driven the Moors from Spain) than with his indigenous black and mestizo compatriots whom he led into battle.

This phenonmenon is not as perplexing as it appears. The term ''syncretism'' was revived in our century by Arthur Ramos, the Brazilian anthropologist, ''in describing how, in the African cults that have been preserved Bahia, cult members who are at the same time faithful Catholic identify their African deities with the saints of the Church. This striking phenomenon has also been reported from other parts of the new world, notably Catholic Haiti and Cuba.....''

I have given here but a few examples of the multi-cultural process at work in which the pronounced human principles were generated by minorities. Though acculturation studies are in their infancy, this interpretation of syncretism is the cornerstone of the multi-cultural experience. For we have come to see the syncretizing process not as a one-way current of influence, but as the simultaneous process of cultural and ethnic retention of identity, coupled with the metamorphosis of customs, languages, and more.

It should not be necessary at this point to stress that cultural and racial differences are not predicated on a heirarchical scale of human development. In typifying the multi-cultural experience in the new world, I am content, like C. Vann Woodward, to proclaim us all by edict part Negro, part Mexican, part Filipino, Chinese, Japanese, Puerto Rican, Native American, Polish-American, Italian-American, and Ukrainina-American. Perception and apprehension of the multi-cultural experience can be acquired. While this policy which I advocate is little understood in some black academic quarters, it is the story of my life. Only last summer, I had the honor to address the Supreme Council of the Ukrainian Workingmen's Association, a 24,000 member fraternal society in the U.S. and Canada. The Panamerican Association was then under contract to the U.W.A. in the area of educational and cultural development. After my address, the director of the Voice of America's Ukrainian Service, reminded me of the symbolic ties that have existed for over a century between the Ukrainian people and black Americans. It was in St. Petersburg in the winter of 1858-59 that Ira Aldridge, the great black Shakespearean tragedian and the Ukrainian patriot, poet and artist Taras Schevchenko became close friends. Schevchenko had been born a serf in the Ukraine, Aldridge was a black American who emigrated to England and became one of the greatest Shakespearean actors of the nineteenth century. Both experienced immediate empathy as they personified the longing of their enslaved peoples for freedom.

History is so replete with examples of multi-cultural contact such as served inter-personal, inter-group, national and international relations, that it is only with the greatest restraint that I have withheld, for brevity's sake, an endless recital of fascinating Aldridge-Schevchenko-like encounters at the level of poly-societal contact. But as the morning moves to your pre-seminar coffee break, I had best move on towards my thesis, which is now at hand.

How do these observations relate to a reordering of priorities in the field of ethnic or minority studies? In the most rudimentary fashion, I would suggest that there exists a need for multi-ethnic studies programs as a discipline in itself in addition to separate ethnic studies facilites. I propose on the one hand multiple concentrations, for example, sequences in Afro-American studies, Native American studies and Scandinavian studies, as well as concentration in multi-ethnic/multi-cultural studies.

To borrow the terminology of the Asian-American scholar, Isao Fujimoto, the separate ethnic facility relects feelings of identity which have boundaries on the basis of the existence of the ethnic community. The multi-ethnic studies sequence on the other hand reflects interaction of humanist-educator forces. In the absence of this dual approach to the dynamics of inter-action and separateness, we are simply going to reinforce the inherent bias which has plagued ethnic studies methodology in the past, and which has produced all-too-dismal statistic of a non-white ethnic studies establishment being systematically phased out and defunded while the culture-at-large ethnic studies new establishment proliferates. By inherent bias, I mean the studied implication that all the historical perturbations that have occurred in inter-group relations are due to an irreversible powerlessness of the minority group...when the opposite is true. This should illustrate the monumental syndrome in which American education finds itself. Whether one is studying jurisprudence, literature, the fine arts, music, religion, labor relations or linguistics, there is a schizophrenic criteria in the focus of social scientists on a minority group to the extent that it does not explain the abyss between fact and moral perception which sanctioned slavery and racism in western culture long after it was considered against natural law. This schizophrenic criteria is exemplified in the existence of a predominantly native American Church-related college in Oklahoma which for many years was the only four-year ''off the reservation'' institution of higher learning for native Americans in the U.S. Most native American liberal intellectuals are not even on speaking terms with the President of the institution which happens to be the alma mater of one of America's greatest composers, the very relevant Native American Louis Ballard. When the College Choir goes on tour, they sing church hymns and do not even acknowledge the existence of indigenous Native American music, to say nothing of contemporary native American art music. A further illustration, Dr. Jack Forbes, at the Tecumseh Native American Studies Center at the University of California-Davis has noted the salient and shocking fact that our European and Anglo-Saxon cultural legacy actually monopolized our educational environment. This points up that our educational dilemma stems from a singularly peculiar interpretation of culture as well as from an ethnocidal syndrome.

The essence of our concern with respect to multi-ethnic studies is the values which inform it and the variables in terms of human behavior which challenge those values. For example, the valuation of private property in an historical sense is a travesty to Native American and Mexican-American communities who held lands communally and whose lands continue to be ruthlessly expropriated. The principle of land ownership is undergoing stress particularly in California as a result of the enforcement of federal water rights, and under the inflationary pressure of agri-business. Land reform and redistribution in the United States has become a very real issue. The Wounded Knee Trials in St. Paul have attempted to revive the arguement of Native American sovereignty over tribally-held territories which was argued by the Cherokee Republic in the state of Georgia before the Supreme Court in

1827. The Alianza Federal de Mercedes (Federal Alliance of Land Grants) under the inspired leadership of Reies Tijerina, has questioned the legality of property rights acquired by Anglo-Americans since the Hidalgo Treaty of 1848 in the state of New Mexico. The concept of private property is a comparatively recent development. But what is and what is not a confiscatory practice on the part of a particular government is not as sacrosanct or categorical a reality as one might imagine. This change of perspective reflects the existing situation in the world today but it is not part of the educational curriculum.

I propose multi-culturalism as core educational policy which is central to the purpose of education. It should be fathomed and explored in all the networks of relationships, in all branches of an institution. Though I know this reference will overlap on other themes, I would suggest that multi-culturalism has a direct impact in challenging institutions to widen their curriculum horizons. It has a direct impact on university governance *vis a vis* faculty and administration relations.

To further illustrate, the white American youth sumliminally or osmatically absorbs the slightest innovations of song, dance or idiom that emanates from the black community. If the university were to particpate in institutionalizaing this process, the inexorable currents of acculturation which have shaped the destiny of the Americans would become operative at the level of civilization. Up until now, multi-culturalism has, with few exceptions, been operative in every context save that of civilization. Among the noteworthy exceptions are immigration and bi-lingual legislation in Canada, and federal educational policy for Native American and Spanish-speaking Americans in the U.S. By and large, our multi-cultural history has been marked by a singular absence of social justice and ethical norms, by heroic affirmations of existence and and epic history of martyrdoms.

We see the tension and unrest increasing in western society because there have been few attempts to systematically engineer a resolution to the prophetic forces of humanism which determine the forces of educational, social and cultural interaction. It is desirable that such a resolution be legislated in order that the avenues of minority influence may be strengthened out of deference to the acculturationist and separatist forces at work within the concentric pattern mentioned earlier. It is being done in Canada where there is an evolving legal basis to multi-culturalism. It has been manifested in the United States in civil rights legislation; but in this connection, I am mindful of the analogy implicit in the message of the Brazilian humanist and populist leader, Archbishop Helde' Camara of Recife. He said, "For hundreds of years we lived with African slavery and now we are accepting a national slavery", (Brazil's population is 70% non-white) referring to the current suppression of civil and human rights, academic freedom and particularly systematic decimation of Brazil's liberal intellectuals and artists. In the absence of a resolution to the concentric forces of identity and conformity, we hasten our abandonment to materialistic enslavement, and to the exploitation of racial ethnic and cultural diversity in the theater of a political, economic, class and ideological struggle. As Harold Cruse, Professor of Afro-American Studies at the University of Michigan, points out in his masterful critique of the exploitation of the black intelligentsia, *The Crisis of the Negro Intellectual*, an ethnic intelligentsia is seldon sold out for ideological reasons. They are exploited because of their race and ideologically discredited in the process.

Minorities, white and non-white, face the danger of being twice victimized if they advocate an affirmation of ethnic identity to the conceptual exclusion of other interests in the light of our inter-relatedness and inter-dependence.

Having constucted a mythical/mystical university of discreet aspects of the human experience in which nothing is learned or retained in retrospect, and where all reality is without form, save for that reality which emerges on the basis of human principles centered around man, for which I sought your consideration of several alternative ideas which support our concept of a *multi-ethnic Approach to Total Education* —I trust that you will agree that it is appropriate that this paper address itself to some specific and concrete examples where the applicaton of that concept can be applied and its evaluation potential studied *vis a vis* its predictable effect upon the whole range of problems besetting and sometimes issuing from the ethnic studies program. As already stated, non-white ethnic studies facilities in the U.S. colleges and universities are being phased out or defunded at an alarming rate while white ethnic studies proliferate. While administrative apathy, ignorance and/or bigotry is one of the component reasons for this state of affairs—even so forceful an adversary as institutional racism, in my view, could not successfully inveigh against the survival of ethnic studies programs, if those facilities became relevant to the entire academic community. Their present character as the vested interest mini-fiefdoms of special ethnic student groups who generally hold their program directors and faculty and sometimes administrators in virtual captivity is hardly a condition in which education could be pursued to the benefit of either students, faculty or administrators. This is surely a situation with which most of us are familiar. It is certainly one in which the ethnic studies program is in the weakest possible negotiating position when the inevitable divide and conquer syndrome is exercised by an unenlightened administration, however good-willed, phase out or to de-fund a troublesome program. The Uncle Toms, Tio Tomas, and Uncle Tomahawks are ever-present to sympathize with frustrated university administrators, desperate for some hint of approval from any quarter for ethnic group approval when attacked by student or faculty, ethnic activist advocates of relevancy on the yet unresolved question of ethnic studies, separate-equal and mostly unequal via the fiscally and politically-in-house expediency of cross-indexed course offerings, which are rarely relevant to an ethnic studies program with true academic respectability.

Once again, it seems to me that there are no necessary conflicts inherent in the maintenance of the present ethnic studies facilities and their use as a resource for the use and benefit of the entire academic community.

For example, should the humanities, social, physical and political sciences, present to their students at regular intervals throughout the course term inferences to cultural-historical sources of the disciplines, (references culled from research projects previously submitted to the ethnic studies department), then it should be obvious that the ethnic studies program outreach would encompass the entire academic student body and faculty in lieu of the current limited involvement of non-white and white ethnic students, which becomes a major and very real fiscal concern for administrators, whether in private or state institutions of higher learning.

It should also be apparent that the emphasis on an ethnic studies program of a problem-solving insitute, department, program, *quid* *habetus*, would by degrees transform the ethnic studies unit into a research-oriented program which would involve both faculty and students in new research, in uncharted research, areas relevant to ethnic studies; thus providing new teaching aids and information not only for their immediate academic community, but as well for secondary, elementary and even pre-school faculty, presently for the most part without systematic guidance, with a dirth of relevant teaching aids and with neither limited nor long-range teaching goals relevant to the concept of a *Mulit-Ethnic Approach to Total Education*.

In one mid-western college where this approach is currently being applied, the problem of student self-imposed segregated housing was immediately resolved because the inconvenience of students involved in the research projects referred to above, moving in and out of the "For Latin American only", "for Black Americans only", "for Puerto Ricans only", "for Chicanos only", "for Native Americans only"—which were off limits to white dormitory residents, pointed out that not only was their reactionary and chauvinistic dormitory life-style inconsistent and in conflict with the spirit of the polyand multi-cultural research in which they were involved, but that it could not be successfully challenged with the traditional and fashionable ideological and revolutionary rhetoric found in all those self-determinism oriented catch phrases familiar to us all. Those students involved in such research directed towards determination of the source of contributions in, for example, mathematics (the Mayans and Aztecs of Central America, the Numbians and Egyptians in Africa, the Chinese and other Orientals as well as the Euro-Asian cultures), found it convenient to request a change of room location nearer their research partner, and sometimes even requested their research partner as their new room-mate. We observed that the non-white student, in discovering for himself his own ethnic relationship with long historical development of such disciplines as the arts and humanities found in the concomitant arresting of his own crisis of identity something of infinitely greater value than individual race or ethnic pride: a sense of identity with a history of universal culture, and the ability to assume almost by osmosis that sense of belonging previously denied to him, by the chauvinistic anti-norms of traditional education.

The problem-solving context of an ethnic studies facility so conceived and implemented found no conflict in what was previously experienced as opposing ethnic studies lobbies of university students and faculty in support of the hard scholarship vs. community involvement—since both the academic and the civic communities became both the beneficiaries and sources of the problems to be solved via the parallel or concentric reference made previously with respect to the relationship between existing ethnic studies programs and our recommended inter-disciplinary research-oriented ethnic studies facility which would realize the concept of a *Multi-Ethnic Approach to Total Education*. We found that the attainment of new and relevant norms in education could be achieved at the level of short, middle and long-range goals, with a minimum, if any at all, dislocation of the status quo—at least without the potential of provocation or confrontation or the by-product of nonproductive student unrest.

Our prognosis is that a diminution on the growth of separate ethnic student unions, where the humanistic manifestiations of the student, faculty and administrative experience referred to above would be particularly perceivable, could be found in schools which would adopt the *Multi-Ethnic Approach to Total Education* to their structural realities.

Surely, I need not make more than a passing reference to the fact that present college and university budgets for separate ethnic studies facilities and their progeny, separate ethnic housing facilities, separate ethnic student activities budgets, have already reached a point of grave concern *vis a vis* institutional fiscal responsiblity—a consideration which is unavoidable when the maintenance of the new ethnic studies establishment has failed to relate to the entire university community.

It is also a matter of the most serious concern to college administrators who will find in their presently constituted ethnic studies establishment and their progeny as mentioned above, such inherent violations of both the 1954 Supreme Court desegregation decision, and the 1964 HEW Civil Rights Code, that the option for survival of the entire college or university will be everywhere compromised by the existence of an ethnic studies facility, which for the most part are being administered in flagrant violation of the spirit if not always the letter of the law.

Your consideration of our foundation *Think-Tank's* concept of a *Multi-Ethnic Approach to Total Education* is invoked not as a panacea for your ethnic studies program problems, but as a pragmatic thoroughly researched and demonstrated approach to the problems emanating from socio-cultural, socio-economic and racial confrontations which have become all too characteristic of the ambiance in our colleges and universities and secondary schools in particular. And indeed, the executive staff of our foundation's permanent program priority, its multi-ethnic studies permanent conference, would welcome a continuing dialogue with you and the opportunity to serve you in those areas where our expertise would be helpful, as you face what surely has appeared as the unfathomable problems of attempting to relate your ethnic studies programs to your total academic community.

In terms of building on the foundation of a leadership which has been thrust on the university union, I do not believe it would be necessarily desirable to institutionalize the union as a university-without-walls within the confines of a large institution. In my view, such a measure would bring into existence yet another separate and unequal facility that could tend to dilute the influence of the union as an agent of change. I would exhort univeristy union staffs rather to escalate a policy of multi-culturalism, to encourage the demands of students for different programming, and to heighten their expectations. Groups will interact with each other more and more, and in the process of competing, will develop a growing sense of identity. Their demands are not as materialistic as they sometimes appear. To be unduly influenced by numbers is to succumb to the laws of inertia which in some institutions guide administration policy—where tradition is fostered by a mentality which seeks to preserve the status quo for its own sake.

Despite the myopia, the misunderstandings and distortions which have prevailed in the past, I venture to say the era of multi-culturalism is at hand. We do not know where the road is taking us, but we are becoming fully cognizant of the fact that human progress results from the convergence of cultures rather than from alienation, estrangement or conquest. In the multi-cultural experience, the culture of the other is, with increasing coherence, becoming ever-present in us all. This more than anything else, demonstrates the relevance and vitality of the minority culture. The theme of cultural diversity is paradoxically consistent with what a collective of university journalists termed "one-worldism" (before they were deposed from the staff of their college newspaper at Syracuse univeristy) which does not deny the pre-eminence of self-interest, but affirms that the quality of life is contingent on inter-cultural understanding. We are truly in the springtime of a new faith.

Edited and expanded by the author June 1, 1974

The French Fact in North America

Laurier C. Lapierre

McGill University

Quebec is a society in search of itself. This has been its essential historical pursuit. During the era of New France, while it lived under the centralized government erected by the French colonial system, Frenchmen living here were transformed into *Canadiens.* It found itself, like the other colonies of America, by roughly the end of the 18th century. However the conquest by the British forces in 1760 did not permit the normal transition from dependence upon France to independence, a phenomenon which took place elsewhere in America. Knowing itself culturally, Quebec soon found itself having to face grave dangers which were both political and cultural. It therefore spent a considerable part of the 19th century, not to speak of the 20th, attempting to salvage what it could and to reconcile itself with the new world being created around it.

The search still continues. The centuries have not given place to a cultural stability and security. Politically, the events have left us bewildered and somewhat endangered and at other times not always able to cope realistically with the new Canada that was emerging and the new America and the new world.

It is important to remember that when one speaks of a "society in search of itself," one is speaking of a search at two levels:

A. at the level of *identity:* therefore at the level of *definition*
B. at the level of *capacity:* or the level of *action.*

We have not had much problem defining ourselves. We have known what we are for some time now and we have been able to maintain the basic spirit and collective values of our apartness. Too often we have done that in a kind of negative way and too often we have been overzealous in the protection of what can be described as our way of life. Over the years, however, we have learned that we cannot live isolated from the rest of mankind, nor from the rest of America. It was, therefore, imperative for us to develop political and cultural structures that would permit the reconciliation between our past, our present, and our future. We have spent considerable time and energy learning from others and, in what used to be called our provincial structure or government, we searched to maintain an autonomy that proved in many instances quite dangerous.

To counteract this danger, we, along with Canadians, developed various kinds of federalism: viable federalism, centralized federalism, decentralized federalism, economic federalism, etc. None of these solutions, including the mad drive to autonomy during the days of Mr. Duplessis, that is roughly between 1944 and 1959, proved wholly adequate. And so when the massive reappraisal of the 60's occurred, known as *La Revolution Tranquille,* we were ready to contemplate other possibilities.

The reasons for this are that (1) we constitute a minority at the national level, that is at the level of the federal-central government. Consequently, too often what we seek or need is lost sight of; and (2) the provincial structure or the powers of the provincial government are not exclusive in the sense that everybody believed them to be. So we found and find ourselves in the position of having many powers but which cannot be wholly exercised.

The re-appraisal of the 60's not only pointed to or demonstrated our essential governmental weaknesses (and therefore our collective incapacity to act), but also gave rise to a spirit of self reliance. We came to want to do things for ourselves, to find in use the strength and the capacity to cope with the many problems that beset us. Consequently we questioned and came to the conclusion that the federal structure as it exists now is no longer valid and that it must be replaced. More and more Quebeckers are thinking of that every day. Some measures have been tried to resolve the dilemma: the opting-out formula and also the proliferation of provincial-federal conferences. However, to many of us, these steps are still not wholly satisfactory.

What then of the future: We want to build and achieve a society that lives and expresses itself entirely and completely through instruments of its own making; we want to build and achieve a society that can and will assume total control of its destiny; and we want to build and achieve a society that can allign itself with the relevant forces in the world that seek peace and justice, fraternity and solidarity. We want, in other words, to be ourselves. Whether this can be achieved in Canada of today, in the aftermath of the October crisis of 1970 when terrorists kidnapped two important personnages and the Canadian government behaved like Hitler's *Gestapo,* is doubtful. To be part of the world, to be part of Canada, to be part of ourselves, to be interdependent, we shall have to liberate ourselves from ourselves in many ways and we shall have to go through independence. An interesting and creative process.

The State of the *I* in ACU–I

Chairman, Ronald C. Barrett

San Jose State University

Panelists:

John Barton
University of Hull
Great Britain

Jim Brown
University of Liverpool
Great Britain

Bill Fairbanks
Australian National University
Australia

Nikki DeHavilland
University of Natal
South Africa

Sven Lundh
University of Gothenburg
Sweden

Stefan Rojnemark
University of Gothenburg
Sweden

Annika Sandstrom
University of Stockholm
Sweden

The following topics were discussed during the session:

A. Clarification of the term "Union" as it applies in different countries.
B. The distinction between the political union in other countries and the American student center.
C. The staffing and services of unions in other countries.
D. The historical development of the unions on the campuses represented on the panel.
E. Student codes of conduct and regulations affecting student life in other countries. (It is interesting to note that none of the international panelists had campus police forces.)

The following suggestions were offered regarding how the Association might better serve its international members.

A. Personal invitations to the Conference, as was done this year by Peter Faid, are important and were very much appreciated.
B. The Association should consider holding a conference sometime in England.
C. The Association should make efforts to continue personal contact with those delegates who attend our annual conference from foreign countries.
D. Staff exchange programs should be fostered.

The session concluded with recognition of Porter Butts and his book, since the international delegates were most appreciative of his work in this area.

Blackness/Whiteness in the Union Concept.

Ernie Jackson

Assistant Director for Program

Cornell University

INTRODUCTION:

ACU–I COMP

In June 1973, ACU–I COMP (Committee on Minority Programming) held its annual planning meeting in Greensboro, N.C.. At that meeting several projects were established for COMP for the ensuing year. One of those projects which I agreed to head was to develop workshop models to be used at ACU-I regional conferences and at special two or three day workshops. The purpose of the workshop models would be to develop some mechanism whereby white activities student and staff people could begin to be responsible and responsive to the need to educate other white colleges and students concerning minority programs on their respective campuses. The resulting workshop that was developed and held at Cornell in January was the first of its kind that was geared specifically for activities people.

New York-New Jersey NEC

The New York-New Jersey NEC made a commitment last year to discontinue its spring regional meetings and instead have more intense one or two day workshops at different schools on each of the 10 program areas NEC deals with (Country Music, Lectures, Film, Minority Programs, etc.)

The result of these two efforts follows in this report.

THE WORKSHOP CONCEPT

Blacks are in the process of redefining and affirming their values, self-concept, community and cultural norms from a black perspective. These pursuits are taking place in a society where the specter of individual and institutional white racism continues to loom large. Black students and black professionals on America's white campuses find it no easy task asserting one's black uniqueness and culture in a climate that often negates black heritage and black existence. In such a climate, issues of identity, self-concept and community are frequently the most sensitive pressure points encountered by blacks in both intra-group and intergroup relations.

This workshop will concern itself with the intra-group and intra-personal concerns of black professionals and students. The workshop will develop itself around four major areas.

A. Bringing to a conscious level those norms and values that negatively delimit black development.

B. Discovering ways to counteract and rid oneself of the toxic effects of A.

C. Increasing the skills for nurturing and affirming blackness in oneself and others.

D. Applying the learnings from the above to systems and society.

Meanwhile, white Americans have traditionally dealt with issues of race in sincere but ineffective ways. They have avoided a critical focus on themselves as the initial step in dealing with the painful realities of racism in this country. This workshop will provide an opportunity to inititate or increase your understanding of racism as a white problem. This will be done by investigating the inescapable social conditioning that distorts the race problem and allows us in white America to avoid our responsibility to learn about—and opportunity to constructively challenge—white racism. The personal and professional implications will become increasingly more important as we involve ourselves in awareness training.

It is important to see this workshop as just a beginning—not a panacea. Hopefully participants will incorporate their learnings into personal and professional growth. The workshop is not focused on traditional race relations, sensitivity training, or racial encounter. Nor is it an attempt to induce non-productive guilt. We plan to work hard in our brief time together and make use of films, discussion groups, and various exercises that we have found to be effective in previous workshops with white participants. We see an opportunity to begin learning about our white racism that can have value to us individually and institutionally.

CONSTRUCTION OF WORKSHOP

One of the first problems in constructing the workshop was to find a method that would achieve the goal we had set.

THE GOAL:

The need for the exposure of the realities of black communities and black people in our nation is paramount. If we are to continue to build or rebuild our communities and ourselves as people, black men and women must have every available opportunity to communicate the problems and solutions that are now confronting us in the development of our communities.

There is a growing drain on black men and women who are committed to the task of educating white people about the realities, the aspirations, and the problems of black people in America. The effect of this drain is to put more and more of the responsibily for educating white people on the shoulders of *white* people, incidentally where it rightfully belongs.

Every institution in this country, including the Association of College Unions International, must meet the challenge of preparing white students, staff, and administrators to deal with and confront other white people in the establishment of some constructive race relations programs on our campuses and in this society.

It seems easy and logical in theory. What we need to do is to create some intense day-long or weekend-long programs geared to equip whites to become sensitive to and responsive to the realities of black people in America.

About 5 or 6 years ago, Higher Educational Opportunities Programs brought an increase in the number of black and Puerto Rican students to white college campuses. With the rise of these populations, problems of alienation and charges of irrelevance in the classroom and in union programs have soared.

To confront the relevancy issue, university systems have developed courses, and unions have developed some programs geared toward black and Puerto Rican concerns. In turn, black and Puerto Rican students have created separate organizations for their cultural and emotional survival.

Evidence shows that these strategies have created a great deal of hostility, mistrust, and even confrontations on many campuses. This workshop will search for answers to the following questions:

A. What interventions are needed to provide a learning environment responsive to the needs of divergent clutures?

B. What are the skills program staff and students must have in order to work in a nurturing and liberating way with students of another culture from their own?

C. How does white education differ from black education?

D. When is separation productive, and when is it counterproductive for the individual, for majorities, for minorities, for society at large?

We will explore the meanings of whiteness through a white on white group, to examine developmental stages of white consciousness, value formation, definition and redefinition of what it means to be black. We are going to explore the meaning of separation, segregation, and integration with the black on black and the white on white groups meeting in different combinations and permutations. We are going to explore ways in which the program staff and students can become advocates for people and institutions who are defining/redefining themselves in non-racist and non-oppressive terms.

METHOD:

It was felt that the traditional encounter group technique whereby a group of black and white participants come together to (1) help white people have a catharsis concerning their racism, and (2) help black people reaffirm the racism and oppression of whites against blacks through hours of rhetoric and non-productive bull-shit was exactly that—bull-shit.

If indeed the problem of white-people getting their "thing" together is a white problem, a mixed encounter group is logically non-productive to that process; and if the problems of black people are having in defining their roles in society and with each other are indeed black problems, the traditional mixed encounter group as a solution to those problems is also non-productive. Hence we decided to approach the educational process in a different way.

By having two separate groups, one black and one white, with black facilitators for the black group and white facilitators for the white group, we hoped to achieve our educational goal on a more productive level than the usual mutual recriminations. It must be remembered that although there was a definite need for the kind of black interaction that occurred, this was not the primary purpose of the workshop. The primary process was to enable those white participants to begin to take leadership roles in helping their union boards, committees, and staff to make their organizations and their campuses more responsive to the needs of black and minority students.

FORMAT:

The workshop lasted two-and-a-half days, beginning Friday with an early evening registration and ending on Sunday with an early afternoon departure. We held six workshop sessions (with a total of 13-1/2 hours of workshops). Evening social hours were mixed with both groups participating.

The schedule was as follows:

Friday, January 25	
4-6 PM	Registration/Statler Inn
6-7:30 PM	Dinner/Willard Straight
8-10:30 PM	Workshop Session I
10:30-1 AM	Wine and Cheese Party/Statler
Saturday, January 26	
8-9 AM	Breakfast/Willard Straight Hall
9-11:30 AM	Workshop Session II
12-1 PM	Lunch/Willard Straight Hall
1-3 PM	Workshop Session III
3:30-5 PM	Workshop Session IV
6-7 PM	Dinner/Willard Straight Hall
7:30-10 PM	Workshop Session V
10-12 PM	Cash Bar/ Statler
Sunday, January 27	
8-9 AM	Breakfast
9-11:30 AM	Workshop Session VI
12 Noon	Lunch/Willard Straight Hall
1 PM	Departure

EVALUATION:

The evaluation was done by interviews with participants selected at random, by telephone calls after the workshop, and by written evaluation at the end of the workshop.

The following are some of the comments from the evaluation process:

White Participants:

Q. Was your perception of the race "problem" in our society changed by this workshop?

A. "Yes! I, as a white person, was completely unaware of my racism. I felt, prior to the workshop, that I was not the least bit racist. I can now see that I am part of the problem. Collectively, all whites are racists and should begin to realize this through self-analysis."

"Yes. I knew before I came here that my total picture on the concept of what is black was very confused. I found I was not alone in that confusion."

"Greatly. I could not have, on Friday, felt the problem to be anything but the "black problem". To now be able to realize and say it's the white problem is in itself a gigantic step."

"Yes. I now see myself as part of a large problem. My perception was that it was up to white people to help the black people overcome their problem. It is now my perception that racism is my problem and that I must deal with it."

"Yes. I began to own my part in it."

Q. What do you see as any solutions you may have gotten from this workshop?

A. "Whites must work together to discuss and feel their racism. We must look for the means to change first individually, then collectively."

"Solutions are going to have to come from each individual."

"Be aware of your own mind."

"Look at myself and see how I think. Help others to see more than they do from my seeing more."

"Expand my reading, and get other people to another workshop like this."

"Admit that ignorance of the facts is no excuse."

"Share my new awareness with others—get other people to a similar workshop."

"Open session back on campus."

Q. Are there any things you feel you can do now when you go back to your campus and, if so, what?

A. "Make my spouse and children aware of the problem and increase their awareness."

"Present my change to our student board."

"Bring this workshop to our campus."

"Yes. Keep talking at school—it will be hard at first. If I can convice some students to have a workshop like this I will feel that I've done something."

"Plan and participate in activities that will promote non-racist results."

"Think!"

Black Participants:

Q. What do you see as any solutions you may have gotten from this workshop?

A. "More communication among blacks who have different viewpoints."

"No solution—just a realization that the problems are even more complex than I'd like to admit. People need to stop operating out of what they think others think they ought to be into and deal with what *they* think they ought to be into."

"Learn to trust."

"There are two sides—one side can't do it all—bring the two sides together."

"I need to look deeper into myself as a black woman and into my relationships with other black women and men."

Q. Are there any things you feel you can do now when you go back to your campus and, if so, what?

A. "Really don't know. The printed material I can share with friends and colleagues."

"Develop a course at school like this."

"Talk to other black people on a 'for real' level."

"This weekend has changed me. It's not really hopeless after all."

"Try to have a workshop like this."

"Start group sessions at school."

"Not really. The blacks at our school will only come if food's involved."

PARTICIPATION AND COST

Facilitators:

Frederick Jefferson

Director, EOP (Educational Opportunites Program)

University of Rochester

Fred was formerly Program Associate for the Center for Humanistic Education at Albany, New York.

James Edler

Former Grad Assistant in Community Development and Human Relations (CDHR) at the University of Massachusetts. Has a doctorate in Education and Human Relations; specialist in white racism action awareness training.

Bailey Jackson

Grad Assistant working on doctorate in Human Relations and Race Relations at the University of Massachusetts.

Robert B. Moore

Doctorate in Education and Human Relations; specialist in white racism action and awareness training.

The total cost should run, depending on the consultants used, about $2,000.00, some of which can be offset by registration fees.

There are not a great number of people qualified to run such sessions, and it should be of greatest concern to see that you get the right people as facilitators.

Cultural Heritage and Multi-Culturalism

Maduka Nwakwesi, Ph.D.

Afro-Caribbean Specialist

Dept. of the Secretary of State, Canada

In the post World War II period the policy of successive Canadian governments regarding the role of immigrants and ethnic groups in Canadian society was not clearly stated or defined, but was loosely referred to as integration.

This could mean all things to all people. Depending on what government was in power or which civil servant interpreted the policy, integration could mean AngloFrench or English melting pots, or cultural pluralism.

In Canada, as in the United States, these three theories of assimilation have dominated discussion of immigrant adjustment:

A. Anglo-conformity (and its French Canadian counterpart, Franco-conformity) demanded the renunciation of the immigrants' ancestral culture and traditions in favor of the behavior and values of the Anglo-Saxon group;

B. the melting pot theory envisaged a merging of settled communities with new immigrant groups and a blending of their cultures into a new type; and

C. cultural pluralism, also referred to in Canada as the mosaic or as multiculturalism, postulated the preservation of portions of the culture of immigrant groups within the context of Canadian citizenship.

Pressures increased at both federal and provincial levels of government for greater official recognition of Canada's ethnic diversity with the arrival of many intellectuals among the post-war refugees from eastern Europe, and with the upward mobility of an increasing number of second and third generation non-Anglo-Saxons. These pressures were reflected in demands for greater emphasis on ethnic diversity in school curricula, demands for ethnic appointments to boards and commissions, and demands for introduction of ethnic languages in school systems.

Demands for greater government recognition of other ethnic groups increased during the 1960s in response to the French-Canadian assertion of their rights, including the status of their language and culture in Canada.

Although there have been other periods in which English-French relations in Canada have been severely strained, during the last ten years political parties have come to define the situation as critical.

One of the responses of the Liberal government of Lester B. Pearson was to appoint a Royal Commission on Bilingualism and Biculturalism in 1963 to "inquire into and report upon the existing state of bilingualism and biculturalism in Canada and to recommend what steps should be taken to develop the Canadian Confederation on the basis of an equal partnership between the two founding races, taking into account the contribution made by the other ethnic groups to the cultural enrichment of Canada."

In the early 1960s, 26% of the Canadian population was of other than British or French ethnic origin. There were over 200 newspapers being published in languages other than French and English. There were fairly well defined Italian, Jewish, Slavic and Chinese neighborhoods in Canadian cities, and rural concentrations of Ukrainians, Doukhobors, Hatterites and Mennonites. How was it possible for a Royal Commission to speak of Canada as a bicultural country? Certainly, native people wanted to know why they were not included among the founding races.

The federal government instituted policies and programs to secure the status of the French language in Canada in response to the recommendations of the Royal Commission. Resistance to these policies was expressed by ethnic groups who felt that bicultural programs ignored the importance of their status.

The place of the so-called "other ethnic groups" in a bicultural society became a vexing question for federal politicians. It had been their intention to improve inter-ethnic relations by ensuring the rights of French-speaking Canadians.

Initial reaction to the dilemma was the federal government's assertion that in fact Canada is a multicultural country, and the government proceeded to give recognition of Canada's ethnic diversity through a program of grants to ethnic groups for cultural activities. The opposition parties expressed basic agreement with the policy, and subsequently Ontario, Saskatchewan, Manitoba and Alberta initiated their own multicultural policies.

By means of its multicultural policy the federal government seeks to give public recognition to Canada's ethnic diversity and to the contributions of ethnic groups to Canadian social life. This policy is concerned with preserving human rights, developing Canadian identity, strengthening citizenship participation, reinforcing Canadian unity and encouraging cultural diversification within a bilingual framework.

The primary objective of the multicultural policy is to encourage the evolution of a society in which individuals and groups have a more or less equal chance to develop and express their cultural identity as an integral part of Canadian life. This general principle can be considered under five sub-objectives:

A. to assist the development of all of Canada's cultures to the extent that the various cultural groups demonstrate a desire and an effort to continue to develop, and a capacity to grow and contribute to Canada;

B. to assist members of all cultural groups to overcome barriers to full participation in Canadian society;

C. to promote creative encounters and interchange among all Canadian cultural groups in the interest of national unity;

D. to sensitize members of Canada's majority groups to the cultural diversity of Canada and to the contributions of the minority cultural groups to Canadian life; and

E. to assist immigrants to acquire at least one of Canada's official languages and to become full participants in Canadian society.

These policies and objectives are implemented by a government Ministry which was established in 1972. The Minister of State responsible for the federal government's multicultural policy oversees several programs.

The aim of the *Canadian Identities Programme* is to make Canada's multicultural reality much more visible than it has been. This program includes a series of 12 regional folk festivals that will culminate in an annual National Folkloric Arts Festival in Ottawa during the summer. The Programme also sponsors a series of theater festivals at which groups produce plays in their ancestral languages, or in English or French. It is hoped that the best of these productions will tour the country.

The Canadian Identities Programme has sponsored a playwright competition for works which express some aspect of Canada's multicultural identity.

Some excellent literature about Canadian life has been written in languages other than French or English. The Canadian Identities Programme will make funds available to translate these works into the official languages so that all Canadians will have access to them. The field of ethnic crafts is to be surveyed as well, in order to assess the market potential for their distribution and sale. It is recognized that crafts which are rooted in the cultural heritage can be an avenue to the understanding and appreciation of that culture. Finally, a series of books is to be commissioned which will explore Canada's crafts.

Under the *Multicultural Studies Programme*, histories of ethnic groups in Canada have been commissioned. These histories will give, in some cases for the first time, an accurate historical account of the part played by ethnic groups in the opening up of Canada. They will be published in the hope that universities and high schools will make use of them, and their publication may lead to the production of film strips, tapes, and shorter more readable versions of the histories, for use in public schools where a shortage of accurate materials exists.

The development of ethnic studies in our universities is also of major concern. To this end the Multicultural Studies Programme has created an Ethnic Studies Advisory Committee composed of eminent scholars in ethnic studies. The Committee will provide a co-ordinating service for academics involved in ethnic studies, and advise the government as to research needs. It will also develop a newsletter to inform scholars of current developments in the field of ethnic studies.

In the 1974-75 academic year, the Multicultural Studies Programme will support a plan by which professors of ethnic studies will be selected on the basis of their academic excellence and expertise and asked to serve in various Canadian universities. It is hoped that these visiting professors will increase academic interest in ethnicity and give more students an opportunity to pursue this area of study.

Researchers of the Multicultural Studies Programme have investigated the role of ancestral languages in the retention of a culture. Their findings are now being analyzed. Other research projects will include the attitudes of majority groups toward minorities, and reasons for cessation of identification with cultural heritage.

The *Multicultural Communications Programme* makes grants to groups that wish to develop textbooks and teaching aids to be used for instruction in languages other than English and French. These third language teaching aids will be useful in Saturday schools and, if they meet the standards of provincial Departments of Education, they may be used in public school classrooms.

In the next few months an *Immigrant Orientation Programme* will be launched which will concern itself with the socio-cultural development of immigrants as Canadian citizens and as participating members of Canadian society. In addition to providing support for voluntary organizations working with immigrants, this new program will emphasize promotional activities such as seminars, conferences, publications, etc., which foster understanding in host communities of the needs and aspirations of immigrants.

Several federal agencies also are making valuable contributions to multiculturalism. The National Film Board is producing a series of twenty half-hour films on the ethno-cultural groups in Canada. These films will feature such colorful events as the Dauphin Festival of Ukrainian Canadians; Oktobersfest in Kitchener-Waterloo; Caribbana in Toronto; Caravan, the Chinese New Year, in Vancouver; Mosaic in Regina; and Heritage in Saskatoon. The Museum of Man, the National Library, and the Public Archives have expanded their programs so as to make ethno-cultural artifacts more visible to Canadians.

Programming for Interaction Between Foreign and Native Students

Cornelia Spring

Director of Student Activities

Case Western Reserve University

As you're aware, the purpose of this session is to discuss ways of promoting interaction between foreign students and our native North American students. Before specific methods and programs are discussed, I'd like to lead you astray, a bit!

I want to examine the attitudes and feelings underlying our efforts to promote intercultural involvement.

I'd like to ask you first whether you think it's *really* worth the extra effort it takes to become interculturally involved. Please don't mull this question over abstractly, considering whether intercultural competence is "good for" students. Instead consider it personally—how much energy would you yourself spend to become interculturally fluent? What benefits would you hope to derive?

The effort involved is apt to be considerable for most of us North Americans (except perhaps those living in eastern Canada and on the Mexican border). Putting a Canadian or American and someone from a distant land in the same room together does not mean that a relationship will catalyze between the two. In fact, evidence indicates that it very likely will *not*, because relating transculturally requires certain interactive skills that most of us did not acquire as we grew up.

In this, we are at a disadvantage compared to some others, like some Europeans, whose greater skills in this area must surely be due to the fact that Europe has so many countries and cultures in such a small area. Consider a child in Zurich, Switzerland. His *country* is nearly the same size as the *state* of Maryland. When he meets travellers they don't come from the adjoining states of Pennsylvania or Virginia, but from the adjoining (and culturally very different) countries of Italy, France or Germany. What marvelous exposure he has as he grows! No wonder the ability to relate across cultures may become quite natural to him.

We're not so fortunate. We have to learn deliberately the skills he grew up with. And this takes extra effort on our part.

But I believe it is worth it to us to make that effort.

On personal level, friendships across cultural boundaries widen our horizons and broaden our minds. We discover foods, art, music, or ideas that were once familiar. (It's like going into a store to buy a book and discovering that the selection has increased from four books to a whole shelf-full!) We become far more conscious of our own culture because contact with other customs and ideas causes us to analyze our own, which we once assumed were the "natural, human" way to do things. We are richer for having journeyed beyond our own cultural world.

On a less personal, more pragmatic level, intercultural competence is valuable, too. In today's world, it gets things done! Henry Kissinger is a very concrete example of this for us Americans. And buying gasoline on Sundays or no longer losing friends in Viet Nam are the very tangible, down-to-earth examples of what can get done when we have a leader aware of cultural sensibilities and sensitivities. For us Americans Kissinger is unique; we haven't had many leaders who are interculturally fluent.

But let me ask you to ponder another question: For those of us who do believe in the value of relationships with persons from other lands—is this belief an intellectual, sort of abstract one? Or is it something we feel deeply, on a gut level? Do we really get pleasure and stimulation from our involvements with people from other lands?

I suspect that for many of us this conviction is more one of the head than of the heart—and that the reason this is so is that most of us feel at least somewhat uncomfortable in dealing with people very different from ourselves. I believe that this discomfort is widespread. We may be aware of it directly, finding ourselves far more at ease with our fellow Americans or Canadians. Or we may not be conscious of feelings of unease, but close observation reveals that we shy away from encounters with foreigners, or that we can discover a vague dislike welling up in us when dealing with them. (This last is not surprising—it's natural to dislike those who make us uncomfortable.)

These responses are quite natural, but they are unfortunate—particularly in campus personnel, who are often role models for students. What they see us do, they may do. If they observe us closely involved with persons from other cultures, they may be intrigued enough to follow suit. But if they pick up our subtly expressed discomfort and disinterest, they may conclude that foreigners just aren't worth the bother.

And this often happens.

But I believe that it is simple discomfort that deprives us of pleasure and delight in an intercultural relationship. To the extent that it exists, this discomfort can be dissipated if we surface its roots and examine its origins. And so today I want to raise five questions to help do that. I urge you to use these questions to stimulate introspection now, and later, when you are in intercultural situations.

Question One: Do I realize that most differentness really isn't that different? That I have more in common with people from other lands than I may feel at first? Even though our actions are different, our basic premises may be similar. For example, I see the difference when an Indian eats with his hand (which I consider messy). He sees the difference when I use a fork (which he considers unsanitary, since I don't know where the fork has been and whether it has been well washed—which I do know about my hand.) What we have in common is that we each have very definite standards about what is clean and we both feel a little squeemish when those standards are violated.

Even behavior I don't like is probably the outward expression of common roots. For example, when a foreign student is haughty and demanding to a laborer, can I recognize that his reaction arises from the fact that his culture categorizes people on the basis of work (the more manual labor, the less worthy of esteem) while my cultue has categories which declare that the darker the skin, the less worthy. Thus both of us have a common premise that people can be categorized, some superior, some inferior.

Can I avoid the easy pitfall of comparing how people from other cultures *do* act with how those form my cultue *mean to act*. For example, the fact that we are a democracy and declare that all are created equal (which is how we mean to act) makes Americans no less apt to behave on the basis of categories (which is how we do act) than the haughty foreign student.

Question Two: Do I feel that I should always be on top of every situation—always know what to do and how to do it? If I feel this, I am putting very high demands on myself—and virtually assuring my inability to deal pleasurably with persons from other lands. This is because it is in the very nature of intercultural contacts that each person will not know what the other person believes, assumes, or expects. Many an Indian dinner guest in a North American home has gone hungry learning this lesson. When he refuses food offered to him he doesn't realize that his hostess won't press it on him several more times. And so he ends up hungry! Because it is an intercultural situation, he is not on top of it, he does not know how to behave. In his own culture, he would have been on top of it, his behavior would have achieved the desired results.

Or take another example. Once, when I was living in India, my roommates and I were presented with several gifts. Enthusiastically we opened them admired the contents and thanked the givers—only to learn later that we were thought to have been unappreciative because we had opened them immediately, thus focusing on what was given instead of on the act of giving. In the United States we would have been perfectly on top of it, acting appropriately, in India we were not.

It is in the very nature of intercultural contact that I won't always understand what to do—perhaps I must wait and see, perhaps I'll have to clarify confusion by asking "Hey, what's going on here?" or perhaps I'll do the unexpected. (The foreigner will, too). But, if I expect that I should always know what to do, I am guaranteeing that I won't get pleasure from intercultural situations, where I can't possibly know what to do all the time.

Perhaps I am unaware that this is a demand I put on myself. This can be uncovered, though, through careful self-examination as I deal with others. When the demand is uncovered, it may become less crippling.

Question Three: Do I feel uneasy if another person fails to do what I expect them to? Or if I believe they expect from me more than I can deliver?

Let me explain this question a little:

Expectations are based upon assumptions about how people function, and these assumptions will be dissimiliar in people from different identity groups. According to Clifford Clarke, there are at least eight identity groups (based on nationality, race, language, family, socio-economic class, age and sex) and the fewer the groups I share in common with another person, the greater the likelihood that our assumptions about, and therefore expectations of, each other won't jibe.

But that doesn't need to be troublesome. What is troublesome is what I believe about our expectations! For example, do I feel that I should be able to do what the other asks of me? (If this is ture, I may become angry when he seems to ask too much). Do I feel that he shows dislike of me if he fails to do what I expect? (If so, I'll probably pull back, feeling hurt and angry.)

If I can let myself and him off the hook by realizing that we are bound to have inappropriate expectations of one another because it is as difficult for us to understand each other's cultural assumptions as each other's languages, perhaps I can relax a little.

Question Four: Can I tolerate a certain amount of ambiguity in my relationships? Can I stand to know that I can't know how a foreigner will react—what joke he will laugh at or what activity he will enjoy? If I say something and he looks blankly back, do I feel terribly uncomfortable about not knowing whether I came across and what he is thinking?

Too much ambiguity is hard for anyone to handle. But if I find even small doses uncomfortable, I am bound to have trouble relating transculturally—a situation where ambiguity is unusually great.

But I can learn to handle this situation by creating structure. If done well, structuring is very valuable. By adding certainty, it adds comfort. Often, though, people trying to create certainty do so in negative ways by stereotyping. Saying, for example, "Italians are all like that." In the process of taking away my fears of ambiguity, the stereotype also took away the likelihood of my seeing this particular Italian as not at all like that. If I can catch myself stereotyping, I may be able instead to structure my encounter positively, through verbal clarification. I may say to the Italian, "I get the feeling that you don't agree with me but don't want to tell me that. Is that true?" If his answer is equally clarifying, we can both feel satisfaction that for the moment at least each of us knows where the other is at—a non-ambiguous situation!

Question Five: Do I mentally apply labels—good/bad, right/wrong, smart/stupid—to my actions and those of others? This type of judging goes on very commonly, even in the minutest interactions, and I may do it without realizing that I do. This habit inhibits my ability to relate freely and happily in all relationships, but particularly in those with people from other lands. This is because intercultural exchanges are full of misunderstandings, *faux pas* and differences—all of which lend themselves to plenty of judgments, plenty of chances to condemn either myself or the foreigner—if I tend to do that.

Imagine, for instance, a Japanese student coming into my office to make a request. His accent is so heavy that I can't understand him. What flits throught the back of my mind? Perhaps it's "How stupid I am, I can't understand." Or perhaps I think "Hiroshi, how stupid you are, you can't even speak English decently." Maybe I wonder if it would be condescending, or reveal my ignorance, if I ask him to repeat.

Inner reactions like these are often so fleeting and subtle that I am unaware of them, but they immensely influence my behavior and my pleasure in an interaction. Becoming aware of them tends to diminish their influence on me, so I can realize emotionally what I probably already know intellectually—that there's nothing at all stupid about being unable to understand heavily accented English. And that Hiroshi's competence in English probably far exceeds mine in Japanese. And that to ask him to repeat is not condescending but clarifying.

Let's consider a second example:

I've just been introduced to a new professor from another country. After a few minutes conversation I excuse myself, saying "Well, I'll be seeing you." The professor responds, "What time? Where? When?" and then I stammer some reply. What goes through my mind? Perhaps I think "Boy, am I incompetent. I didn't know how to handle that one at all." Perhaps "How dare he put me on the spot like that? What a strange guy!" Or perhaps something else.

If I can surface my reaction, I may be able to laugh gently at the misunderstanding. Because really my reply was not inadequate nor was his particularly strange. We each did something which was unfamiliar to the other. He didn't know that my words were not to be taken literally; I didn't know that he wouldn't realize how we use the phrase "I'll see you" (generally to mean, "I'm not planning on it but we may pass in the halls some day." When we really want to get together with someone we say "Let's have lunch on Friday.")

Letting up a little on my tendency to label enables me to feel good about myself and about the foreigner. I realize then when we misunderstand, it's not a reflection on him or me. And where we differ, it's not because either of us is superior. We are different, not better or worse, not right or wrong. If I can truly feel this, on a gut level, I can delight in our differences and take comfort in our similarities.

You know, my awareness of the crippling effect of good/bad labeling came from discussing with friends the difficulty of relating across cultures. Later I discovered that this thinking is very close to the A-B-C theory of psychologist Albert Ellis, who has developed what he calls Rational-Emotive therapy. In this theory A is the event, B is what we tell ourselves about it, and C is how we feel about it. According to Ellis it is not an event (A) that makes us feel uncomfortable at C but what we tell ourselves (B) about the event. The problem is that most of us go directly from A to C without even being aware that B exists, let alone that we can influence it.

To take an example that Ellis might use: a boy is turned down by a girl (A). He can react (B) "Because Judy turned me down I am a drip, someone nobody would want to date." Then of course at point C he feels miserable. But if he reacts "Judy just blew a chance at a good time", at point C he may feel a little annoyed, but he's probably too busy figuring out who to ask next!

Similar to Ellis, I maintain that in the intercultural sphere we need to catch the B reactions as they flit through our minds so we can lessen their evaluating good/bad contents. Then the next time I don't understand Hiroshi (point A) I won't call myself stupid (point B). And then maybe at point C we can laugh together at the difficulty of understanding each other across the barriers of our cultures.

Ralph S. Morrison

SUNY-Stony Brook

INTRODUCTION

Before there were people who could be labled foreign student advisors and certainly before sophisticated international student offices, offices of international student affairs, or most recently directors of international student services (sometimes deans) existed, there were college and university unions and student centers all over the world. Any international programming that was done was done through some sort of an international relations committee. If these committees still exist as part of the governance structure of union, I would guess that they are often among the inactive group. As an indicator of this, it has been suggested that the International Relations Committee of ACU–I has occasionally found itself searching for some innovative activities. NAFSA, on the on the other hand, has the opportunity to devote a good part of its resources and skills to developing international programs on campuses. The question we are asking each other is could or can ACU–I and NAFSA work together in international programming on campuses? I am assuming an affirmative, and wondering how to do it. It is a certainty that on campuses that posses neither specifically designated international services or a union, that internationally oriented activities will somehow take place. In fact, a great many people attending this conference come from campuses which have no facilities such as those mentioned. Some of us come from campuses where there is a very active international program services area and a strong union program. There may or may not be cooperation between the two. There may even be competition and minor jealousies between the two areas.

What we need to examine then, is what sort of programs work when we attempt to combine the resources of unions and international services, no matter how sophisticated or unsophisticated they may be. We want, at a different level, to examine what activities would be beneficial for ACU–I and NAFSA as two international organizations interested in enhancing international cooperation on and off campus.

PROGRAM POSSIBILITIES

1. International days, weekends, or weeks can readily be planned by international offices using facilities of the campus unions. The union hopefully can provide ample room and a location in the center of the campus. The program director of the union can work directly with the leaders of the international associ-

ations and the foreign student advisors. It is a fact, observed from visits to several campuses, that the international communities on campus seek out unions and union leadership when they are planning international events, and certainly international weekends are the among the most elaborate programs on most campuses. Even campuses that have active and successful international living centers or houses should be advised to hold unique large events in what might be a more centrally located area—the union. Experience shows that the number of people attending the international weekend displays and programs doubled if the setting is different than what the general community has come to know as the international area on campus. There is a feeling that the event really is open to the public, and that it is not just another program for international students. The skills of the program coordinators in the unions can well be used by novices who each year tend to underestimate the immense amount of work involved in setting up a truly creative international show. Examples are planning booths and displays from various cultures; cooking, serving, and selling foods from different cultures; creating and directing an international talent show, fashion show or musical show; or attempting to coordinate and satisfy the impulses of many different nationalities who are scrambling for activity space. These problems seldom occur to people who are interested only in a trouble-free international event, whereas union program planners are quite used to these problems.

2. Many union have either offered or have been persuaded to designate one of the lounge areas in the union as the international lounge. Various activities take place in these lounges ranging from casual reading and or discussions to elaborate displays from a different country each week. It is best if the designated lounge area can be close to a small kitchen to facilitate the sampling of foods from the culture representing itself. This sort of event could, of course, also take place in an international living center, but because of factors previously outlined, it is good to spread the wealth to the often more centrally located union.

3. Many unions, recognizing the dietary restrictions of some foreign nationals, have developed vegetarian meals for at least one full course meal each day. It has been observed that the lines formed for these meals consist mainly of native Americans and/or Canadians, as a welcome relief from hot dogs and hamburgers. It does not take a lot of doing to convince union food directors that a new clientele is readily available if a large number of vegetarians are living on the campus. However, it takes skill to provide vegetarian dishes that will satisfy various tastes of differing nationality groups.

4. The international association or club on a campus should be advised to ask for an office in the college union. This office can be staffed voluntarily after the international services offices is closed for the day, or it can serve as another gathering place, a central locale, for other students who become interested in the international programs on campus. A phone is essential, and so is a typewriter and some means of keeping records if it is a large campus. Some international club offices in college unions serve as international problem centers or information distribution points. If there is an international student executive committee (the leaders of the various nationality groups represented on campus), the international club office in the union makes an excellent meeting place. If the campus is fortunate enough to have energetic capable international student leaders, the club offices is a place to plan events and avoid duplication of functions.

5. Unions often are interested in planning events for the international community over university holidays when the international community is forced to stay on campus. Events range from chess or bridge tournaments to outdoor events of special interest to an international group. Often, when no one else is around, foreign students are more anxious to try their skills at traditionally western oriented athletice events, and a well supplied union can serve a vital role in encouraging the international community to make use of the union resources over holiday periods. Unions often are forced to close over holidays, but program coordiantors or union directors may well serve a rather unhappy, inactive, bored group of students if there is good cooperation between international services, students, and the unions. At least part of the union might remain open. It would not take a lot of pains-taking research to determine which services would be best to keep active over the holiday.

6. Some unions have regularly scheduled international activities and events that draw a great number of nationalities. Examples are:

A. An international cooking exchange with the results, however that may be labled, sold to the public to enable a self-sustaining operation. Excellent international cookbooks have been published as a side attraction, and the receipts of sale can add to a self-sustaining concept.

B. International folk-dancing sessions are usually quite popular and serve as an excellent catalyst to bring together various nationalities. There seems to be a certain freedom in either learning or teaching dancing to a person from another nationality, and performances of international folk dancing groups have proven to be most entertaining and educational to a university.

C. Casual language training can easily be provided with cooperation between international services and unions. It is apparent on campuses that students have a real interest in learning another language but don't want to go through the formal classroom procedures. The give and take in two people attempting to teach each other a language is invigorating to observe.

D. An international film series could take place in the international lounge if appropriate or elsewhere in the union with nationalities each reserving a segment of the academic year for their exclusive use. A lecture series could accompany the international film series.

E. International arts and crafts sessions have frequently been sponsored by unions in cooperation with the international services. Often the sessions dwell on natural material artwork, making sculptures, collages, or other arrangements using different materials, techniques, and knowledge from different cultures.

F. International photography exhibits usually draw great interest and good crowds. Again, it may be advisable to designate a specific segment of the academic year to each interested nationality group in order to best coordinate such ! activity.

CONCLUSION

It is apparent that there are many areas of possible cooperation between unions and international services on campus. I have tried to show that cooperation is not only possible, but perhaps even necessary, in order to include the entire campus community in the opportunities offered by active college unions. ACU-I and NAFSA would serve each other's interests by renewing acquaintances and working together to establish a strong international dimension on campuses throughout the world.

Part Three: Student Development — Involvement in Governance

STUDENT DEVELOPMENT AND INVOLVEMENT IN GOVERNANCE

Burns B. Crookston

University of Connecticut

To set the stage for my remarks this morning I would like to share with you an exchange that took place between your conference chairman Ron Loomis and me. In expressing my pleasure in accepting the invitation to speak before the ACU–I Annual Conference, I wrote the following: "During the past two decades I have been closely associated with the governance, program, management and administration of the union of the University of Utah and Colorado State University. More recently, as an observer *amicus curiae* , I have noted with increasing apprehension what appears to be a decline in the union as a significant educational vehicle on a number of college and university campuses as perceived by both student and faculty observers." In response to this assertion Mr. Loomis replied that while there appears to the contrary to have been a rather significant increase in the educational significance of the union at a number of colleges and universities, my general apprehension about the general decline of unions in total impact is shared by a number of leaders in the college union field.

It is toward this concern that I wish to fashion my remarks. I shall first suggest some external and internal factors that I believe have had a significant bearing on the general state of Unions. I shall attempt to relate these factors to a discussion of human development philosophy and methodology in comparison with union goals. I will argue that the attainment of the actualizing goals of both the union and human development cannot be attained unless the organization charged with the task of goal accomplishment is actualizing as well. Finally I will give some emphasis to the relationship of governance to the development of effective citizens in a democracy as a critical educational function of the union.

DECLINE OF THE UNION

We began these remarks by viewing with alarm what seems to have been a general decline of the union as a significant force on many college campuses. Let us review together some external, as well as internal factors which in varying degree appear to have contributed to the decline.

External factors

First of all, while much of it is as bad as ever, there have been substantial reforms in teaching. Much of the experimentation and innovation in teaching methodology that took place during the past decade has paid off in better quality, more creative teaching. Affective learning has achieved academic legitimacy. Teaching and learning now extend beyond the classroom, off-campus, into a wide range of settings. Thus much of the experimentation and reform that was spawned outside the classroom, a substantial part of which was in and around the union, has been legitimized in the classroom and curriculum. Where students were formerly involved in meaningful learning outside the classroom, they now can get credit for a similar experience as an academic offering. Paralleling this reform in the classroom have been more effective programs offered through extension, continuing education, and other programs for adults in the community.

Second, there has been a radical change in many if not most college counseling centers, from the remedial-medical model to a proactive, community mental health model, to comprehensive centers of student development. Extensive training programs ranging from the development of paraprofessionals and peer counselors to workshops on human sexuality, homosexuality and life planning to consultation services to the college community on evaluation and organization development. While these developments are to be applauded, undoubtedly they have drawn away customers who a decade earlier might well have been participating in similar efforts such as leadership and group training programs that were being pioneered by union staff and student program leaders.

Third, the transformation in college residence halls that began with the student revolt against institutional housing, followed by the phasing-out of *in loco parentis* and continuing at present with the development of a new breed of staff who have shed the old mantle of the monitor and administrative control agent. Donning the new look of the catalyst, consultant, trainer, and facilitator, they are focusing student interest on building intentional communities, creating living-learning environments and other types of programs. All are having their impact in successfully competing with the union on the program front.

Fourth, along with the attempt to give meaning and substance to living on campus, there has developed a substantial student subculture off-campus. Some students went off campus to escape the sterile environment of institutional housing, others because of life-style or counter culture preferences, still others because of college policies and practices in dealing with the drug problem, and others for reasons related to economy. Where the union a decade ago was the hub of activity for off campus students, today they are more likely to meet such needs away from campus. (Curiously, on some campuses the reverse seems to be true, the union is becoming the headquarters for various subcultures, such as minority groups, gay alliances, and other special interest groups to the extent that some union staff are complaining the presence of such groups appears to be driving away many others.) Fifth, in sharp contrast to the old union idea as a place to meet and engage in lively discourse, be it profound or light-hearted, we seem to be drifting into a consumer culture of passive participants, of watchers and waiters for something to happen *to* us, or for something to be done *for* us. Some unions seem to be "programming" students instead of getting students actively involved in participating, creating, developing, and running programs. Could there be an inverse relationship between rise of "consumer" oriented programs and an apparent decline in active involvement?

Although these five factors, in my view, are probably the principle ones, any analysis of external forces affecting the union would no doubt include such other factors as the eighteen year-old vote, and the preoccupation of the young on achieving economic independence as the real proof of adulthood, and the size and diversification of college campuses that often has resulted in the union being perceived both physically and psychologically as away from the center of campus.

Internal factors

While it may be reassuring for us to look to external factors as the principle causes of some current difficulties, we know our analysis cannot be completed without examining some internal factors as well. No doubt each one of us has a list that can be readily called to mind. Let me share my list of the following four factors: policies that are administratively determined, paternalism, encapsulation and preoccupation with management.

First, policies that are administratively determined, or, putting it another way, governance by bureaucracy, where the power flows from the top and the accountability emanates from the bottom of the hierarchy. The union board, if it exists at all in such an arrangement, is implicitly, if not explicitly advisory to the director. Even though this type of organization clearly flies in the face of the union tradition of student or academic community policy control, your own ACU–I studies indicate variations of it still persist on a number of campuses. Of course, many of us can recall this type of control was prompted in large measure at a number of institutions by economic and other factors external to the colleges during the depression years of the Thirties and the war years that immediately followed when financial disaster was averted only by administrative intervention, which once established, was perpetuated. This lack of confidence in student control coupled with a mutual distrust that had already developed between students and administration helped solidify administrative control. To these unions we should add some that have come into existence during the past decade which seem to be built upon the premise that they are not a community educational enterprise, but administrative services like financial aid, employment or placement offices, thus making moot the issue of policy-making as a function of union governance.

Administrative policy determination or veto prerogatives, of course, opens up the way for a variety of zero-sum (I win—you lose) games played by individuals or groups that inevitably wind-up as counterproductive for all parties concerned. One need not look far on such campuses to find examples of some rather petty policy issues going all the way up the administration ladder to the president which need never happen in a system with a strong union governing board. It is difficult to conceive how any sense of member involvement or commitment to the union and its programs could obtain under such an administrative arrangement.

Second, paternalism. Even though the doctrine of *in loco parentis* may be legally dead and in *de facto* operation on the college campus, I believe we must admit it is very much alive in terms of the psychological and emotional climate that exists on a number of campuses as expressed in the attitudes and behavior of many faculty, administrators and staff. It takes far more than the passage of a law to change children to adults in the minds of many of us. It takes far more than administrative fiat to change an historic relationship defined in terms of status and control to one that must be redefined in terms of competence and collaboration. The power oriented administrator always has the security of a trump card: when reason, manipulation or persuasion won't work, then use power. When students know the power is there to be used they cease to relate to the person; they relate to the power the person represents. Take away the power and you take away the basis for the relationship. Once deprived of power, many student affairs administrators have taken on the stance of the benevolent father or mother figure, thus perpetuating the adult-child relationship with students, a relationship that can be expressed in a variety of ways. For instance, if you are in my age range it is easy to adopt the father role. And if we can no longer impose sanctions we get our way by making the "child" feel guilty. We can perpetuate the relationship by maintaining status symbols—fancy offices and decor, by using secretaries to make ourselves relatively inaccessible to students but readily accessible to staff, by physically segregating staff offices from student staff meetings, by planning to do things *for* , or *to* students rather than *with* them. By creating such illusions of authority we can thus reinforce attitudes about authority that our authoritarian system of education has drilled into the student the previous twelve or more years. Thus we perpetuate the child-parent relationship. Some of us rationalize this type of behavior on the argument that the students really don't want to work with us as a team, that they want to remain separate. And there is no doubt ample evidence in student attitudes and behavior that would lend support to this argument. But while we hold out our hand in a bid for partnership with students and at the same time in our behavior continue to give out signals that say we are comfortable with a status-based relationship, it is predictable that the students, practiced in the art of picking up behavioral cues, will come up with the alternative we in our self-fulfilling prophecy are relieved to settle for. Unfortunately the resultant bifurcated student-staff relationship is not conducive to the type of community toward which the goals of the union are directed.

Third, encapsulation. Due to any one or a variety of reasons, some unions have become a sort of encapsulated enclave or island on campus, shut off from active reaching out to the rest of the campus, evidently being content to serve those customers who come through the doors, making facilities available as requested and providing program and staff assistance as needed. There is little communication with the rest of campus, including with other programs and services in student affairs. The union is internally self serving, concentrating on doing a first rate job of providing for needs as they are presented and working toward the development of students who participate in the programs. The stance is to be responsive and adaptive to changing campus needs and requirements, but not to go out looking for things to do or new worlds to conquer. The result is to increase the wall of encapsulation and decrease the size of student and faculty community that benefit from the union programs or services.

There is another aspect of separatism—the perpetuation of the historic distinction between classroom and non-classroom learning made not only by unions but by student personnel in general. The assumption for decades has been that since the faculty were "teaching" subjects inside the classroom student personnel workers were "educating" students as whole persons outside. Anything that sounded or smelled "academic" was not allowed in the many unions. After all, let us recall the old idea of the union included the notion that it should be a retreat, a haven from the classroom. The past decade has done much to relegate this attitude to history. Formal academic learning no longer need be viewed as a necessary burden; it can be exciting, exhilarating and self-fulfilling. And it doesn't have to be relegated to the classroom. Unions which have not realized this fact are being passed by because the action is elsewhere.

The fourth factor that seems to have contributed to the decline of unions is what appears to be a preoccupation with management, often at the expense of program development. We are all aware of the increasing pressures from public bodies for fiscal accountability in higher education. There are many who believe that unions should be self supporting and should not require subsidization from the other college or university fund sources. These same individuals are far from convinced unions are anything more than an "auxiliary enterprise" for student fun and games and therefore should be paid for by the students, all the eloquent appeals by Porter Butts and his colleagues over the years to the contrary notwithstanding.

Now of course there can be no doubt that every union operation must be underscored by sound and prudent management. But any union director who spends more than a fourth time on management needs to look carefully at priorities. Unfortunately it is relatively easy to think in managerial terms. Salary increases and other rewards are often based more on managerial skills than leadership in planning, program and policy, or, for that matter on successful union goal accomplishment. It is easier to control variables and to quantify management outputs for purposes of evaluation. Many of us have not yet learned how to develop a data base upon which the goal accomplishments in the far more elusive program and development areas can be quantified and measured, a problem, I might add, that is shared by many academicians who are still struggling for a more defensible measure of effective teaching than letter grades and credit hour production. Like the teachers, union professional and student staff must come up with a better measure of job performance and goal accomplishment. It is clear that those who sit in judgement will not unless we give them the necessary tools. The burden is on union staff to establish realistic evaluative criteria if they wish to change a reward system based on management criteria.

With this enumeration of circumstances external and internal with which the union must contend as a back drop, let us now proceed with the central thrust of our remarks: a consideration of the concept of student development and its implications for governance, specifically in relation to the union.

THE CONCEPT OF HUMAN DEVELPMENT

Most of us are familiar with the chain of events and circumstances of the past decade which have led us to shift our focus to *student development* , and, more recently, *human development* . While to some, such a change in terminology is merely a stylish window dressing for little more than an up-dated version of what we have been doing under the old student personnel rubric, to most of us, I believe, it means a significant shift in philosophy and a dramatic exchange in methodology. *Human development refers to the knowledge, conditions, and processes that contribute to the growth, development, and fulfillment of the individual throughout life as a realized person and effective; productive citizen and which also contribute to the growth and development of a democratic society.* Student development is the application of human development in the college setting; hence student development is time-based to a period of life while human development deals with the whole of life. Student development as an operating concept is also more limited in that it focuses on the student. Human development focuses on everybody in the college community—students, faculty, administration, staff and others.

The philosophical foundation of human development is not new; it is a substantial restatement of goals of general education which aim toward the all around development and actualization of the individual, and which facilitates the growth and development of a democratic society. Human development has come into being because higher education had failed to deliver in accomplishing the goals of general education. The principle contributing factor to this failure was methodological— in not knowing how to apply human development teaching concepts that place the student in the center of the curriculum. Human development focuses not on subject matter requirements and syllabi, but on the student and his world. Human development is taught, not by fitting the student into a cultural heritage, but by teaching students the processes of understanding of self, of enhancing the quality of relationships with others and coping effectively with their world.

The methodology of human development is based on the belief that for life to have meaning and purpose it must be examined by the person who must live it. This process of examination should include areas of inquiry, growth, experience, analysis, and personal synthesis that would examine a seemingly endless list of questions, beginning with: Who am I? Why am I here? and, Where am I going? In relation to each of such questions there would emerge by means of self study and interaction with teachers, a systematic series of developmental tasks that lead to definition of self, further inquiry, analysis, synthesis of a redefinition of self, and so on.

The teaching of human development includes any experience in which a teacher interacts with students as individuals, or in groups that contributes to individual, group, or community growth and development, and can be evaluated. The teaching-learning transaction can take place anywhere. The teacher can be anyone in the community, the "student" can be anyone in the community. In short, under human development the old classroom-extracurricular dichotomy that has so long characterized higher education in general and student affairs (the union included) in particular must come to an end. The entire college community and the community beyond is now the learning environment in which teaching and learning can take place, whether it produce academic credit or not; hence, the teacher of human development teaches in multiple situations, including the classroom. By this definition the human development teacher is as likely to be found in the union program office as the department of psychology or philosophy.

UNION OBJECTIVES

This brief review of the concept of human development no doubt has elicited in many of us the question: Does it jibe with the objectives of the college union? History tells us the union idea began when students wanted a way and a place to express themselves that was not afforded within the existing academic program. The most recent statement of objectives adopted by ACU–I in 1956 contain four ideas: (1) The union is the center of the college community and as such promotes the idea of community, (2) The union is the living room for the college family, (3) As a part of the educational program of the college the union is a laboratory of citizenship, training students in social responsibility and for leadership in our democracy, and (4) The union unifies the college and promotes loyalty to it. A cursory examination of these objectives would suggest high philosophical compatability with the concepts of human development. Only the second objective, the cherished campus family hearthstone idea, appears conspicuously incongruent, not only with human development, but with other union objectives, particularly with the campus community idea. The "campus family" takes us back to the benevolent paternalism of the *in loco parentis* era, in which the administration and faculty were the parents and the students the children. The community concept on the other hand is equalitarian and goes hand in hand with the idea developing effective citizens.

The third union objective further states: "In all its processes it (the union) encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects." Now this statement further reinforces the idea of high congruence with the tenets of human development, except for the last phrase, "the development of persons as well as intellects", which, I am afraid, betrays a way of thinking about higher education that is one of the great paradoxes in the history of the student personnel era (which I believe has come, or most certainly is coming to a close). While we as a field had subscribed to the philosophy of general education, which W. H. Cowley called "wholism"—educating the whole person—in practice we have until very recently been what Harold Taylor called neo-humanistic—we separated the mind from body, thought from feeling, reason from action. We knew our academic colleagues were concerned almost exclusively with the intellect. Some of us tried to get the faculty to teach the student as a whole person. Failing in this endeavor we had to settle for "educating" the student outside the classroom while the faculty was "teaching" inside. When the student rather than the subject becomes the focus for teaching and learning such a dichotomy should cease to exist.

But that is another story for another time. Much has happened in the nearly two decades since the ACU–I statement was adopted. Here we must hurry on to a consideration of how the concept of human development can be applied in the Union with particular emphasis given to the question of governance.

ELEMENTS OF AN ACTUALIZING ORGANIZATION

Stating our definition of human development another way, the focus is twofold: (1) on the actualization of the individual, and (2) on the actualization of society. *It becomes obvious we cannot achieve these ends unless we also have actualizing organizations. If we have learned nothing else from the decade of the Sixties I hope we have learned we can no longer perpetuate the authoritarian hypocrisy, both in and outside the classroom, of saying to the student in effect, "Don't do as I do; do as I say." The teacher cannot teach democracy by preaching it and then telling the students to practice it later. Staff cannot teach democracy in residence halls when the halls in fact are run as authoritarian bureaucracies. This is nothing more than the old end-justifies-the-means aristocratic philosophy. In human development the ends are* the means.

What then are the elements of an actualizing organization? There are Three. It must be symbiotic. It must be democratic. It must be self renewing.

Symbiotic

An actualizing organization is one in which the individual and group needs and goals are symbiotic; that is, mutually growth producing. As the individual contributes to the needs and goals of the group, the group in turn meets member needs and fosters goal achievement. This symbiotic transaction is articulated by means of a negotiated agreement between the individual and the organization called a *developmental contract* by which each individual shares in the development of a plan that permits the individual to grow and develop as a person (and as a professional) while at the same time the group is meeting its goals through optimal use of the talent, skill and energy of the individual. These agreements between the member and the group are articulated at time intervals that mark the completion and evaluation of a project, task or learning segment. As new group goals and priorities are set an individual re-assessment is also made. Through a process of negotiation individual and group goal and need requirements are meshed and the developmental contract for the new period is completed. As goals and tasks are accomplished a new re-assessment is made and the process is repeated.

Democratic

One of the great paradoxes of American democracy is that while a primary goal of education is to teach the citizen how to function effectively in a democracy, in actuality we spend most of our lives, not in democratic, but within bureaucratic or other authoritarian structures and organizations. The growing child learns early to channel the satisfaction of needs in compliance with a system of rewards and punishments set forth by authority figures. Thanks to the persistence of the folklore and fantasy of Prince Charming, of good kings and bad kings, the value system of the growing child is often built around the acceptance of the authoritarian concept of a world of rulers and ruled as consonant with the nature of things. This authoritarianism is reinforced in school systems run as bureaucracies and taught by teachers using authoritarian teaching methods. It is also reinforced within those religions based on the orthodoxy of undoubting obedience to higher authority.

In the face of all this we still persist in the naive myth that democracy itself is a natural endowment anybody can enjoy and a game anybody can play. The truth is that despite the pleading that began with Jefferson our system of education has provided the people with neither an adequate understanding of democracy nor an adequate training in applying concepts effectively as citizens. Our formal training in democracy is often limited to being taught something of how our system of government works, the importance of voting and being informed on both the candidates and the issues, the rightness of majority rule and the rudiments of parliamentary procedure. But few indeed are taught how to function effectively in those basic units that comprise the heart and soul of democracy, the small group or community.

The wholesale failure of so-called participatory democracies of the late Sixties has made many of us realize it takes far more than people, idealism and good will to make a democratic community work, utopian or otherwise. It takes training, competence, hard work, perseverance, responsibility and commitment to produce individuals and groups capable of successful democratic self-government.

The miracle of it all is that somehow our democracy as a system has been able to survive in spite of enormous inefficiency and incompetence. But this good luck has been abetted by two centuries of geographical insularity and seemingly endless abuadance that have permitted such extravagances. It is clear we are now in a period in our history when such luxuries no longer exist. Time is running out for us to continue to play games with such a priceless heritage.

Let us recall that one of the goals of human development and of the union is to produce citizens who contribute to the growth and development of a democratic society. Keeping in mind that in human development the ends are the means, we can hardly achieve this goal unless we function democratically. In order to achieve symbiosis between the individual members and the organization there must be member participation at all levels in the establishment of goals, priorities and policies. By this we do *not* mean that all decisions must be made by the group, a common misperception of many of the so-called participative democracies of the late Sixties; nor that a group functions best without a formal leader; nor that all decisions are made by majority vote. What we do mean by a democratic group can best be understood in locating the sources of power and how the uses of power become authorized. In a democracy the source of all power is derived from each member who, in theory at least, possesses the same power as any other member. To form a union each member gives a portion of his power to the group for the purpose of establishing an organization which is authorized by the members to utilize the power given to achieve the goals and promote the general welfare of the group. All other powers not specifically given are retained by the individual members. This giving of power by each member, along with an act of commitment to support, sustain, promote the welfare of the group and abide by the decisions made is called a *social contract* .

To no one's surprise, what we have just described is the process by which the democratic state is created. The same process is repeated to form any democratic subgroup, but in this latter case, in addition to the social contract in which power is derived from the members, there must also be a *charter* by which the group is authorized to function by a higher authority. Thus, if the college union, as a subgroup of the college, is to be democratically conceived, it gets power from its members and authorization to function from the college power source, the trustees. A democratically coneived Union Board, therefore, is created by its membership and authorized to function by the college trustees within whatever parameters as are included in the charter. Hence, the Union Board is both *accountable* to the trustees and *answerable* to its members.

If the union on the other hand is created by the college trustees and authorized to function with or without a Union Board it is *not* a democratic organization, regardless of what its constitution says. It is an agency created by the college in much the same way as the college is an agency of the state or of a corporation. As such it is accountable to its *only* power source, the trustees, and *not* answerable to whatever clientele the board of trustees determines to be the members of the union.

It is this very reason why a Union Board that is advisory to the director is unlikely to work sucessfully in the long run, because it is accountable only to higher authority and not answerable to a constituent body. An advisory board is, after all, an administrative creation, not a creation of the union membership itself.

Does this principle of answerability mean the Union Board must be elected? That is certainly a logical possibility. But there are difficulties with that notion, the principal of which is the tendency for the central purposes of the union to become subverted to the political aspirations of the power hungry. This difficulty may be overcome in large measure by establishing qualifications for those who are eligible for service on the board whether elected or appointed.

However the members of the union governing board are chosen, what is critical to our discussion at this point is that a means must be found by which the consituency served by the board can be involved in one way or another in the policy formation and program development processes of the union. To fail to establish this crucial connection with the members served is to fail ultimately in serving both the goals of the union and of human development. The union is at once a human service and a part of an educational program. Regardless of how nobly motivated the board and staff may be, if the union is only administratively accountable and not constituently answerable, even when human service and human development are given the highest priority, ultimately the bureaucratic priorities—those things that are done that accommodate the convenience and efficiency needs of the staff and the organization and often at the expense of the clientele—will prevail. We need only look around us to find legion examples. For instance, this phenomenon struck me with particular force after I had switched from principal student affairs officer to professor. As dean I had enjoyed for years the luxury of secretaries and junior staff running interference for me in negotiating the bureaucracy to get things done. When good manners, reason, guile or wile failed to work they used the clout of the office (an action to which I was more often than not totally oblivious.) As a professor I had none of these protections. I had (and still have to) to deal directly with all sorts of low-level bureaucratic functionaries, from trying to get textbooks through the bookstore to walking travel authorizations through several offices, to getting a work-study student from the financial aid office. I discovered forthwith how efficiently my own student affairs organization had so long shielded me from such horrors. The people who work for these organizations regardless of their good intentions and explicit mission to serve people, in the final analysis end up serving their own organizations. They operate, not by reason, but by rules, not by what the clientele need, but what the system demands or permits. This is what inevitably happens when one is accountable to a hierarchy, but not answerable to a constituency. *The Union Board, as imperfect as it may be, must be answerable to a constituency.* The task is to invent ways for this answerability to function in practice.

This principal of answerability as an essential component of an actualizing organization, holds not only for the union but for other parts of the college—in counseling centers, residence halls, in the classroom, even in the president's office. Any organization concerned with human development must have the means for direct feedback and other forms of participation in goals re-assessment and policy reformulation from those being served.

It is this principal of answerability that makes me uneasy with the self-perpetuation procedure that is common in replacing student members to the Union Board, in which the new members are selected by the old. This procedure feeds the very human tendency we all have to selecting others like ourselves, who share our ideas and views and with whom we are most comfortable. Thus, regardless of our best intentions, we tend to remake the board in our own image. It is this procedure that also makes the board in general and the staff in particular vulnerable to charges that student leaders are being co-opted into a ruling oligarchy of faculty and administrative staff.

The principal of answerability as an essential component of the character of a democratic union is closely related to the third ingredient in an actualizing organization: it must be self renewing.

Self-Renewing

An actualizing organization should be in a continual state of self renewal, not only as a reponse to inevitable change, but also in planning for change and systematically bringing it about. In addition to a process of goal reassessment at regular intervals there should be regular turnover in leadership and membership. Leadership functions should be goal oriented, functional and utilitarian, not occupational or a prestige symbol.

In a rapidly changing society of temporary social systems the nostalgia of relatively permanent or life-long group relationships of the past are likely to become increasingly rare. The individual must learn to enter new groups quickly, have the sensitivity to establish relationships that are helpful to self and others, and the skill to assist the group toward goal accomplishment before moving to another group to repeat the process. In a college community the turnover of students of course is automatic. The union as a human development organization, conceivably desigend to be a center for self renewal for the entire campus, should also have faculty and staff membership from various sectors of the institution shifting in and out of the organization. In this way, not only will the leadership and membership of an actualizing organization systematically change, but as a consequence the organization itself would change in accordance with the nature of the goals, the resources of its membership, and other changing circumstances. Thus, in contrast to a bureaucarcy where the tasks are often modified to accommodate the convenience of the existing organization, the resources of the group should be mobilized around goals and specific task accomplishment. Many such groups will self-destruct when they complete a given task. New groups are formed in accordance with the nature of the new task.

If we are serious about making this human development concept work we will have to depart dramatically from the present bureaucratic status hierarchy organization in which "success' is always measured as "up and out", where the Peter Principle operates to "kick upstairs" a designated leader whose time has come to a position of pseudostatus where the leader's skill and talents are wasted, and where "stepping down" is synonymous with failure. This means we must stop training and gearing our staff to be career administrators. Instead we train them to be professionals in human development knowledge and technologies; as teachers, catalysts, counselors, consultants, trainers, researchers. Formal leadership positions should be on the basis of term, renewable perhaps, but depending on the goals of the designated leader, of the organization, and the evaluation of the leader's performance by the organization. Academicians have been functioning in and out of leadership positions on the college campus for years. There appears to be a current trend of appointing college presidents on the basis of terms. Such changing of leadership in accordance with changing goals and tasks within an organization would be facilitated by the existance of a human development unit (which could be part of a human development center) which can facilitate changes of leadership through appropriate training and consultation. Such a system obviously will not work as long as the "up and out" status hierarchy system of career administrators is perpetuated. It will work when the system is changed and competent professionals are hired who are regarded for expertise and effectiveness whether in the capacity of formal leader or human development educator. Of course the kicker in all this is that these professionals must be given the same guarantees of promotion and job security as other members of the faculty.

Another self renewing function has to do with the development of a sense of community in the union membership. Each year new students enter the college as automatic members of the union with a certain amount of their fees allocated in support of the union and its programs. Our knowledge of social psychology tells us that since these new members had nothing to do with the social contract that created the union it is highly unlikely they will feel any significant identification with the union or its programs. But if they, along with continuing members are provided with the self renewing opportunity to participate in the renegotiation or reaffirmation of the social contract, such participation in and of itself is likely to greatly increase the chances for these new members to identify with the Union and develop a sense of commitment to it and its goals. Such a periodic renegotiation of the social contract also can have the salutory effect of unfreezing the organization and making possible the development of new emphases to meet the needs of new members who in the process of renegotiation can make their needs known.

Depending upon the extent of revision in the social contract that might result from such a process of renegotiation, it might as a consequence be necessary to renegotiate the union charter with the college trustees as new circumstances may warrant. Such a periodic transaction with the trustees can also have the salutory effect of revivifying interest in the union program and functions in the public eye of the larger community.

Over the years many of us have felt that periodic review of student constitutions, while often tedious, was an important learning experience for students in discovering the way governance works. But it is more than that. It is the way any of us who come into any pre-established human group or community are able to become a part of the whole. If we have a chance to participate in the renegotiation or reaffirmation of the social contract we can commit ourselves to the group. Otherwise we never feel a sense of ownership. This is why the process of self-renewal is so critical.

SOME PARTING SHOTS

As I reviewed these remarks and realized the development of these concepts alone would occupy more time than what could possibly be alloted me, I was confronted with the sinking feeling that there is still an enormous list of important things I want to say to you. Recalling that it has been thirteen years since the last time I gave a talk to ACU–I, and suddenly realizing it may well be another thirteen years, if ever, that I might be given another opportunity I hope you will forgive me for taking a few quick parting shots that are too important to wait for another time:

A. *Volunteerism.* The development and expansion of volunteer programs on campus and in the community is one of the great contributions the union can make in developing competent, dedicated citizens in a democracy. Our country and other nations are slowly but inevitably coming to the realization that the problems of society can never be accomplished by taxation and governmental agencies alone; it takes people, giving of their talent, their labor and their selves that will make the difference. It is this very same giving of self to the community that is the essence of the issue of effective governance. It is the volunteer through whom the principle of answerability will work. These volunteers need training and their efforts need coordination. The union is ideally equipped to help do both.

B. *Student leadership continuity.* A perennial problem. Two suggestions: Why not encourage top student leadership, both volunteer and employed to take a year or two leave of absence from study to concentrate on the union? The old myth that nothing should stand in the way of a student continuing to make "normal progress toward graduation" in four years has at last been exploded. There are clearly other student priorities. Why shouldn't the union be one of them? The second suggestion is to make volunteer work in and outside the union a legitimate credit producing academic learning experience. It is also a way to get faculty supervising such coursework involved with the union.

C. *Getting faculty involved.* I am becoming increasingly convinced that aside from recreation the only systematic way of getting faculty involved is through the human development model in which the union can be viewed as a classroom.

D. *The union as a center for human development.* At the ACU–I meeting about eight years ago Earl Koile was ahead of his time when he suggested the union could become a learning community center where students and faculty could take the initative in developing a number of educational programs, where the college as an agency of change could be brought to bear on the campus community and where the student center programs become learning laboratories for faculty and students. It might well be that the time for that idea has finally come. As the oldest model of programs and services under student policy control in modern education, the union would well be the prototype for a center for human development, particularly in view of what appears to be a clear trend toward greater student policy control of other student programs and services. Many counseling centers have been moving into the human development model, but they have an historical image of being the "shrink center" that is difficult to shed, and they do not alway enjoy the relative semi-autonomy from administrative control that would make the Union more ideally suited to become the center. Should other student programs and services also be housed in the union as a center for human development? We know a number of them are around the country. In any event, the idea deserves serious consideration. It may well be the wave of the future.

Student Characteristics in the 70s

John Dale Kennedy

Coordinator of Student Activities

California State University, Long Beach

In a discussion of trends in student characteristics there exists the tendency to generalize isolated observations to a greater population—especially if the observer is known as generally reliable or somewhat credible with respect to previous observations. To so err clearly is not my purpose. However, the tendency still exists as I refer to the writings of credible professionals and I invite your critical ear throughout. I am reminded of an anonymous maxim which has influenced my thoughts throughout the process of researching this presentation namely that, "some are more concerned with saying something new than something true." So while there is a chance I may have found something new, I am convinced I have found some things that are definitely true. I hope this will provide a basis for our discussion today.

I would like to divide this discussion into four general parts. First, a discussion of recent historical and societal influences and second, a similar sketch of campus student life influences affecting student characteristics. It seems that these two environmental influences are most important to the formulation of a definition of student needs, attitudes, and expectations about experiences in college life. The third part will focus on the cumulation of student characteristics as perceived by other professionals and educators (and a few of my own observations) followed last by mentioning some program and service manifestations of student characteristics. These should be of particular interest to those of us whose carrers revolve around a commitment to programs and services designed to assist students in meeting the challenge of higher education.

Recent Historical and Sociological Influences

Colleges and universities across the U.S. are still even today sorting out and defining the impact of the student revolts of the 60s. The disposition of the institutional remnants of those years seem to be a constant concern for the future shapers of higher education. In the February 9 issue of *Saturday Review/World*, Daniel Mathews intimates that the structures that grew out of the 60s must be reshaped with greater importance given to initiative, creativity, diversity and even competition. This being said in the light of the Carnegie and Newman Reports echoes what many scholars are and have been saying about the future responsibilities of higher education. That is, we need to move away from bureaucratic controls, fight off political manipulation and interference and freely address the more enduring questions of education—namely, what happens to students while they are in college? What is good teaching? What is it that we teach? The point here is that higher education is becoming immobilized if in fact it is not already there. As a concept, we need to move away from these ills of institutional control while constantly accessing the nature of the people expecting to derive benefits from the higher education experience.

If we look to other clues in society that can be interperted as indicators of student attitudes, we will quickly see a distinct move away from controls. Students 18 years of age or older are becoming enfranchised, there is continued discussion of the merits and problems of lowered drinking age by the states and many states have taken subsequent action to do just that. The age for entering into legal contract is being lowered to 18 as further actions are attempted in bringing less controls on college age citizens. American and Canadian minorities are progressing to release themselves from the legal and extra-legal contracts and traditional practices that have dominated their development. Alvin Toffler put it to us very clearly when he suggested that we should begin to learn how to modify our mental capacities to experience accelerated change. The groups that are forming to meet common challenges are ever increasing: women, Gay Liberation, veterans, handicapped, bilingual and foreign students have mirrored changing attitudes being desirous of less controls and more enfranchised with the benefits of higher education. And these movements are being monitored and noted by the youth in their own living rooms as they form their individual attitude and value systems. What a great educational tool is TV.

Other recent incidents in the international picture have become especially significant in shaping student characteristics and expectations. With the official withdrawal of U.S. combat forces from Vietnam, men whose college careers were thwarted or interrupted have returned as veterans ready to begin and some to continue their education. The experience of undeclared war has weighed heavily in shaping the attitudes and values of students towards institutions that possess the authority to use and misuse controls over other human beings.

Another significant and recent influence on student perceptions is the continued unfolding of highly questionable, moral and ethnical behavior in Washington D.C. Time will offer more profound observations regarding the sociological effect of the situations we collectively call *Watergate*. We are witnessing a great debate and discussion regarding the trust in elected and appointed governmental officials and in the credibility of American institutions. These concerns include the collection of income tax, the constitutional guarantees of free speech and privacy, and faith in the ability of the democratic system itself to adquately function and protect people from the ills of an insensitive, over-protective government.

In a recent student personnel monograph commissioned by the American Association, entitled *Student Development in Tomorrow's Higher Education A Return to the Academe*, author Robert O. Brown takes a critical look at every aspect of student personnel field in higher education; and specifically at the ever-changing and growing role of student personnel within that institution. Societal factors that Brown attributes to student characteristics in the 70s reflect generally accepted trends. More blacks, women, and other minorities are finding their ways into the formal and informal systems of democratic institutions; there is an increased awareness of religious experiences; accelerated movements in the status of national and international relations involving crises of energy, coexistence and credability have rendered international responsibility the ultimate necessity. Significant societal influences on student characteristics also include changes in attitudes towards marriage, sexuality, the constant reexamination of the family and the eventuality of increased public outcry over the shameful care we have given to the aged and poor.

There are influences daily making their impact on young America, primarily through quick communicative television which means we must persevere to constantly renew our own perspectives in the real world.

Campus Student Life Influences

There are additional influences regarding the nature of campus life that affects and reflects current student characteristics, even though many procede from historical developments in the society at large. Campuses are questioning their own positions of what degree to continue the philosophy of *in loco parentis* —witness such alterations in campus life as the elimination of arbitrary rules regarding personal behavior, greater student voice in the institution through; substantial membership on governance bodies, the potential for student third party interest in collective bargaining, the growth of the advocacy of student rights in the classroom and the institutions's agreement in establishing grievance procedures and due process structures to adjudicate all kinds of student dissent. These modifications alone, while possibly isolated, suggest that institutions have taken a progressive look outside of their intellectual barricades to inventory and react to the needs and attitudes of their clientele. Some obvious examples of this approach are evidenced in programs designed to recruit ethnic minority students, the discussion of open enrollment, continuing education for older and returning students and the rise of the extensive use of community involvement programs in offering students more diversified educational experiences than has been available in the past. While the counter-culture continues to coexist with the constant-culture, there is still general tension in student movements, fortunately with little physical dissent or violent incidents. The student revolution has gone underground and finds itself manifested in various constructive programs and issues throughout the campus.

Cumulation of Student Characteristics

Regarding the student of the early 70s, we can readily discern various characteristics that distinguish him from his predecessor of the 60s while also noting those common properties that have lingered into the 70s.

Although there is a keen interest to learn employable skills, students are concerned as people and about their development as people. Being deserious of personal growth experiences underlines their individualism amidst immediate life choices such as leaving home, career determination and developing and modifying a self-concept. Students as adults are liable for their business obligations and are acutely aware of the cost of education and their personal financial responsibility, independent of parental sources. As adults, students will be less likely to adhere to college rules and regulations and will be much quicker to invoke their rights through legal actions. Neither the administrator nor the teacher in the classroom will be immune from legal proceedings. Student rights and the rights of citizenship may potentially have a common linkage regarding conflicts on campus.

In further delineation of student characteristics, Brown observes that students are concerned about large issues as they affect more than their own; personal lives; they tend to be more anxious; "they react negatively to depersonalized treatment, to a lack of authenticity in interpersonal relationships and to complaceny" (Brown, 1972). There is indication that they are ill prepared academically for a college education. They have an inclination to be suspicious of tradition even while there is evidence of a return to the security of constants in an age of continuous adaptations. Being more knowledgeable of society and the world in general has made students certainly less naive but more sure of themselves or more independent than in the early 60s. Students are willing to become significantly involved in out-of-classroom experiences primarily instructional activity; more and more they want to directly apply their acquired knowledge and build upon their own ideas—and these opportunities must be provided through the various programs, curricula and services of the institution. Students are more aware of personal individual differences and are quick to empathize and identify with organized groups in presenting common goals and concerns. One remnant characteristic of the 60s and which is becoming more profound in its manifestations is the desire of students to more effectively influence situations that may have a significant relationship to their personal development—the desire to change political, economic and social policy encourages the annual democratic scramble for power. This process will become more evident in patterns of student input in the makings of the policies of the institution. Students also want to learn more about the various things in which their time and money is invested. This is equally true of public institutions where students are also taxpayers and a full accounting is especially imperative. This desire for knowledge encourages questions of procedure including admission, marticulation, registration, grievance matters, grading, the extent of student rights in and out of the classroom and includes questions of substance of the same. Institutional policies of all kind must be communicated to students in a manner in which they can understand and is readily available to them—additionally, methods to change these policies must be equally communicated.

A recent joint report of UCLA and the American Council on Education, on freshmen characteristics is insightfully instructional to those who work with college students. The study showed that the 1973 freshmen class is slightly less conervative than the class of 1972, has a liberal over conservative disposition of two to one, while the greater number claimed to be middle of the road. The 1973 freshman class is more favorably supportive of student independence and freedom than any previous class.

There is more concern by men and women freshmen about the rights of women in terms of equal employment opportunity and the activities of married women. Many of these trends have been suspected as trends long before this eight annual report of UCLA and the American Council on Education. However, the impact of this kind of survey seems to gently remind us of our obligation to be broadly aware of changes in student characteristics.

Program and Service Manifestations

An attempt to predict programs that might manifest themselves to reflect current characteristics would be a laborious yet not inappropriate undertaking for this presentation. I would like to briefly mention some programs and services that are presently manifesting themselves on college campuses as direct evidence of changing student attitudes in the last 10 years: legal aid counseling and consumer information services; programs and services designed to meet the sociological and political needs of gay students; human sexuality information and family planning services; child care facilities for working students; women's information centers; handicapped services including programs to remove architectural barriers to the handicapped; veterans affairs centers; continuing education information; ethnic minority student orientation; sale and serving of alcohol on campus; more assistance in procuring aid and financial planning; volunteer community participation; small group living—learning experiences; and programs aimed specifically at evening and commuter students.

Traditional programs and services will continue as there is neither evidence of a lesser need for programs of information, entertainment and recreation nor of services in support of maintaining a campus life experience. The task for the future seems clearly defined in the professional literature of today. College unions and student activities offices must provide programs and services for the anticipated emerging and current student characteristics or stand to lose influence and effectiveness in the brief educational experience of the student. As more research is attempted and concluded in our fields and as our own experiences broaden, my hope is for a greater perception of student needs and expectations as we approach the 80s.

Leadership Development Programs in the Two-Year College

Richard Degus

Monroe Community College

HISTORICAL DEVELOPMENT

In September of 1969, the student activities staff, in conjunction with the student association of Monroe Community College, was concerned with maximizing the leadership potential of the students specifically involved in the co-curricular program at Monroe Community College. The *short term* nature of the community college student seemed to be somewhat of a millstone around the neck of the co-curricular program in what it was seeking to achieve. The development of skilled and effective student leadership, seemed to be the topic of mutual concern of many, but very few significant strides were being made in this area.

Simultaneous to this concern, was the seemingly ever-present issue which is germane to most student governments, (i.e., the issue of whether or not students involved in student government should be paid in monetary terms for such involvement). The student association decided that monetary remuneration for their efforts was inappropriate, however, some type of compensation was justifiable, and it decided to pursue the college credit avenue.

From the time that the initial proposal was submitted by the student activities department in December of 1969, better than two-and-a-half years elapsed prior to the final inception of the course entitled, *A Seminar In Leadership Development*. Finally, this course was formally offered on a three-credit-hour basis in September of 1972, and has been offered every semester since that time. The course is offered on an inderdisciplinary basis, although the primary responsibility for the course is assumed by the student activities staff.

It is significant to note, that while this course was in the process of being approved on a credit-bearing basis, the Student Association assumed the financial responsibility of offering such a course on a non-credit basis during that time period. The commitment of the students to the importance and need for such related courses was an extremely significant factor in the final adoption of this course by the faculty and the institution.

The impact and far-reaching potential of course development in the particular area of leadership has had both immediate effects upon the co-curricular program at Monroe Community College, and potentially the implications are both exciting and educationally relevant. (Future implications of such a program shall be commented upon later in this paper).

COURSE OBJECTIVES:

The following are the overall objectives of the course as designed by the members of the student activities staff:

A. To study the role of leadership in relation to student government and the overall co-curricular program: Thereby providing an opportunity for more meaningful participation in the co-curricular program.

B. To develop an understanding of basic styles and aspects of leadership as they relate to the individual needs of participants involved.

C. To enhance the overall education of individual students through a practical experience in, and an understanding of leadership.

D. To provide a basic framework whereby various leadership approaches and techniques can be explored to develop potential leadership skills within the participants.

E. To promote more responsible student involvement in college governance through the development of a proper understanding of the role of the institution as it relates to student leadership.

F. To enhance personal development of the individual and a closer identification on the part of the student with the institution.

G. To expand and further nurture one of the basic commitments of Monroe Community College, i.e., the development of social responsibility.

COURSE OUTLINE:

The subject matter of the course is divided into eight major categories. From one to three weeks are spent on each of these topical headings in a given semester. Having recognized a need for a leadership development course at Monroe Community College, a primary consideration was that of determining what *essentials* might be used in compiling the data for such a course. While the following course outline might be most appropriate for our particular needs, the subject matter to be included at other institutions should receive a great deal of prior consideration, and should not necessarily parallel this course outline. Continual re-evaluation of both the subject matter and methodology is a necessary ingredient in the success and relevance of courses of this nature.

A SEMINAR IN LEADERSHIP DEVELOPMENT
COURSE OUTLINE

Aspects and Styles of Leadership

A. General introduction to course objectives and expectations
B. Historical perspective of approaches toward leadership
C. Definition of leadership
D. Characteristics and role of a leader
E. Leadership as a function of the leader, situation, group
F. Identification of leadership styles
G. Theorectical concepts related to leadership
H. Translation to particular individual concerns

Structure as Related to Leadership

A. Theory of Organizational Structure
B. Application
C. Structure of the College as Related to Governance

Communications

A. The meaning and nature of communicating
B. Alternate ways of communicating
C. Communication barriers
D. Experience in listening
E. Verbal, non-verbal interaction
F. Techniques of planning a meeting
G. The mechanics of a meeting
H. Parliamentary procedures

An Analysis of the M.C.C. Student

A. Background
B. Expectations
C. Needs
D. Such factors in relation to leadership

Motivation

A. Theories on motivation
B. Hierarchy of needs
C. Motivation of self and others
D. Translate such factors to participants

Problem Solving Techniques and Decision-Making

A. Definition and identification of problem
B. Problem analysis
C. Problem solving techniques
D. Decision-making defined
E. Concepts of decision-making
F. Decision-making process

Group Interaction and Dynamics

A. Definition of a group
B. Individual in the group setting
C. Internal and external dynamics of the group
D. Group cohesiveness
E. Group techniques
F. Group goals and objectives

Goal Setting

- A. Importance and significance
- B. Process of establishing goals and objectives
- C. Criteria for judgment
- D. In relation to the individual, group, structure
- E. Evaluation

MECHANICS:

The mechanics of the course have been evaluated and re-evaluated on a semester basis, and presently the course is offered once a week for a three-hour duration. At times a three-hour time slot can become quite tedious and over-burdening, however, due to the nature of the subject matter and the various exercises involved, we have found that such a time period is much more appropriate than meeting two or three times per week for shorter time intervals.

The number of class participants varies each semester, however, the course usually has between 15 and 20 students enrolled per semester. Because of the overall importance of active class involvement in a course of this nature, limitation on the number of students is most significant for successful goal accomplishment.

The course is financed in the same fashion as all other courses within the institution, i.e., tuition basis. There is not specific text for the course, however, a lengthy bibliography is continually referred to as a reference source for students involved in the course.

The grading system for the course is primarily based upon three considerations: attendance at all class sessions and class involvement are expected; special individual or small group projects are assigned periodically throughout the semester; and a final paper in terms of *x* number of readings, a project of interest to the student or a term paper. Some of the projects/papers completed by students in the past have been: An Analysis of the Election Process of the Student Association; The Communication Process as Its Relation to New Senators; An Organizational Handbook for the Student Literary Art Magazine; Motivational Factors Affecting Students at a Community College.

METHODOLOGY:

As might be assumed, the methodology used in *A Seminar in Leadership Development* varies a great deal depending upon the particular subject matter being discussed and the leadership background of the individuals involved in the course. (The implication of the latter statement is that since the inception of the course, a number of students, not necessarily involved in the co-curricular program, have enrolled in the course out of their own individual interest.)

It is essential that throughout the course, the methodology is so structured to encourage a great deal of involvement by the class participants. For example, a number of exercises are intentionally designed to produce conflict situations among the various subgroups for the purpose of creating participant interaction. Various problem-solving techniques are demonstrated and utilized throughout the course. Individual students or groups of students are responsible for analyzing various facets of leadership both inside and ouside the class and reporting the conclusions to the class.

Audio-visual aids in the form of tapes, charts, films and videotape are also important tools which lend themselves quite favorably to class situations of this nature. In addition, due to the scope of the subject matter involved, outside resource personnel must be utilized as presentors, panelists and participants on an interdisciplinary basis.

RESULTS:

Naturally, the formal course offering, *A Seminar in Leadership Development*, is only one aspect of the leadership development program offered as part of the co-curriculum at Monroe Community College. In addition, a number of specific interest workshops are sponsored throughout the year, which really have little direct relationship to the formal course offering. However, the course itself has had a significant effect upon the attitudes of students involved in the co-curricular program, and this attitudinal change has served to further solidify and expand the impetus in the realm of leadership programs in significant proportions. No longer is the *selling* job as difficult, in fact, most of our students involved in leadership roles are welcoming and encouraging the continual expansion of such programs.

The institution has also reaped some of the benefits from this particular course offering, to the extent that a more responsive and responsible student concern and commitment in areas of the governance of the institution where student involvement is present, has been evidenced. A number of students who have been members of Student-Faculty Governance Committees have participated in this course, and the response on the part of fellow faculty members has been quite favorable although not always agreeable.

As a professional staff member involved in the instruction of the course, the benefits to me in the area of professional growth have been most rewarding and in certain respects a re-awakening. In limiting one's responsibilities and spending one's time exclusively in the day-to-day program of student activities/union work, one can most readily forget, and become easily critical of the role and efforts of the teaching faculty. Being involved, if only for three hours per week, in the classroom phase of education, I have regained once again the respect for and importance of the classroon instructor, a respect which seemed to be slowly deteriorating prior to this opportunity. On the other hand, being in the formal classroom has also added another perspective from which I can better fulfill my responsibilities as a member of the student activities staff.

As was previously stated, this course was initially directed toward those students who were actively involved in student government or student union boards. However, to our pleasant surprise, a number of students who are not directly involved in student leadership roles within the institution have, taken the course. Thus, a somewhat new dimension has been added which should prove to have far-reaching benefits.

FUTURE DIRECTIONS:

The co-curricular program is still in its childhood in the sense that the future leaves a great many challenges and a wide spectrum for growth in this area of college-credit for experiences in the co-curricular program whether it be in a formal or informal structure.

The whole area of college credit for experiences in the co-curricular program is just beginning to be explored and recognized as a viable avenue for educational exploration. At Monroe, we are exploring new avenues for students to receive credit for their involvement in student leadership roles within the institution. (Other institutions, throughout the country are moving in this direction).

Such ideas as expanded course offerings in the area of leadership development; independent study courses designed around a wide variety of co-curricular related functions; two and three day workshops specifically designed toward skill development in a particularized area; work experience programs in conjunction with other departments or institutions as they relate to the needs of the activities program; special project assignments on a credit-bearing basis to explore major concerns facing the institution; are all possible extensions of such a program.

I would hasten to add, however, that the formal preparation, evaluation, re-evaluation and actual class involvement has taken a great deal more time than previously anticipated. In order to offer the kind of course I am making reference to, it takes a great deal of time and effort to make it a meaningful experience which truly lends itself to accomplishing the prescribed objectives. This has been one of the dilemmas which we have faced at Monroe Community College.

Adequate staffing being an inherent problem for most activities staff, involvement in such a venture can be a mistake, unless the department is committed enough to the concept that it is willing to readjust its priorities if need be.

In moving in any of these directions, some of the more traditional, and at times more secure, aspects of student activities programs and responsibilities may have to be displaced, or at least reshuffled in order of priority. I guess we need to determine whether we are willing to do that?

Carol Raney

El Centro College

GOALS & OBJECTIVES:

The Student-Faculty Communications Laboratory has been offered through the Student Activities Division annually since 1966. Budgets for the lab come from activity fees paid by all students, and are administered by the student activities staff. There are no direct costs for the participants aside from providing their own toilet articles. Food, lodging and transportation are provided by the college.

There are three main goals for this lab:

A. To establish better communication between students and faculty.

B. To create an environment in which participants may gain greater self knowlege.

C. To enlarge the understanding of the nature of communication between intergenerational groups.

INSTITUTIONAL BENEFITS DERIVED FROM THE LAB ARE:

A. That the lab offers the opportunity to establish better working relationships along and across peer groups, i.e., faculty to faculty, classified to classified, faculty to classified, and student to faculty;

B. That the lab offers the opportunity to establish new personal relationships along and across peer groups, i.e., faculty to faculty, student to student, faculty to classified, faculty to student, and student to classified;

C. That the lab offers the opportunity for lab participants to as individuals and removes them from role classifications present on-campus;

D. That the lab illustrates the institution's support for the establishment and maintenance of open, two way communication at all levels of the college operation, and reinforces the institution's concern for the individual's growth and development;

E. That the lab offers the opportunity for clarification of needs and concerns of students, faculty and staff. This pinpoints those areas which need to be strengthened on campus, and, in some instances, can offer an opportunity for the group to suggest solutions to those areas;

F. That the lab offers the opportunity for participants to increase their awareness of self, and can provide a climate for initiating positive behavioral or attitudinal changes;

G. As a traditional program, now in its sixth year, a mythology about the lab has developed. Approximately seventy-five faculty members have attended the lab over the years; a number of them have expressed the feeling that the lab experience enabled them to operate more effectively as instructors through an increased awareness of listening and communications skills. Students also developed their communications skills and often became more aware of faculty as individuals with concerns about their own professional and personal growth. In other words, students were educated not only in a traditional skill or academically oriented sense, rather, they were educated in the process of realizing each other as important individuals;

H. With the inception of the peer counseling program, and the inclusion of those indiviuals in communication labs, this experience takes on additional significance. Peer counselors are reaching large numbers of students, are involved in El Centro's recruiting program and are acting as liaison personnel not only throughout the college but also in the larger community.

LAB OUTLINE:

The lab has been designed to run approximately forty-eight hours beginning on a Friday afternoon and ending around noon on Sunday at an off-campus site.

The lab community, usually a total of 33-39 people including the consultants, meets in two types of groups, one that includes the entire lab population, and a second, and smaller series of personal learning groups.

General Sessions:

A general session, including a welcome from the student activities staff and introduction of the facilitators, as well as an overview of the purpose of the lab and *house rules* is held Friday afternoon. The facilitators then conduct a few simple opening exercises with the whole group designed to introduce the members, share their expectations, reduce anxiety about the lab, and begin building a feeling of community.

A second general session is held Saturday afternoon for about one and a half hours, with general comments about the course of the lab from participants beginning the meeting. This is followed by group exercises designed to identify group norms and decision making modes, group identity and group self-evaluation. The composition of the personal learning groups is maintained during these exercises.

A final general meeting is held late Sunday morning for about an hour. The session begins with participants and facilitators sharing feelings and impressions of the lab experience, followed by a discussion led by a consultant about the re-entry process that would occur when the participants returned to home and work environments. Closing exercises for one to one expression are then used to end the session and the lab.

Personal Learning Groups:

The second type of group, which we've called personal learning, is smaller, with 11-13 people per group, including the consultant. These groups meet in daily sessions for a total of 17-18 hours during the lab. One consultant is assigned to each group; his role is designed to be mainly facilitative on process and content observation, rather than as an active group participant. This will vary some, of course, with each facilitator.

Personal learning group discussions focused on perceptions and communications skills of the participants through an emphasis on the development and understanding of one to one relationships among group members.

The lab design also included time for some informal social contact each evening since all members are required to remain at the lab site for the length of the lab. We provide records, cards, and some recreation equipment, i.e., volleyball or baseball. We have found the free time allows for more cross-group association and relief from the tension of the meeting schedule as well as further opportunity to develop personal relationships begun in the personal learning groups. This has come to be not only one of the most enjoyable times at the lab but also one of the most important for lab members.

GENERAL OPERATIONS:

Participants in the lab are chosen on the basis of a screening process of personal interviews, and recommendations by former lab members. Informational letters are initially sent to all new faculty members, administrators, and classified employees. Parallel information is distributed on the campus for the students. They may return an interest from if they wish more information. These are followed up by personal or telephone contact with each one by the student activities staff to discuss the lab in more detail. The membership of the lab is split to include equal numbers of students, staff and faculty, and this balance is maintained in the composition of the personal learning groups. We also made group assignments with regard to male-female, white-non-white and age factors to give as comprehensive a cross section to each group as possible.

The student activities staff also coordinates, and if necessary, provides transportation arrangements to and from the lab site for members.

Room assignments are made to include members from each personal learning group to maximize cross-group interaction, with three or four people in each room.

Our lab site provides meeting space for the large group meetings and we use three smaller suites for the personal learning groups.

The facilitators met daily with the student activities staff coordinator to discuss the general progress of the groups, and preview the next day's planned activites. They also met with the staff coordinator at the end of the lab and gave a final overview and evaluation of the program, including recommendations for some follow-up work that might be done on campus.

OPERATIONAL CONCERNS:

The lab is scheduled six to eight weeks into the second semester. This is done for several reasons:

A. To allow student activities more time to distribute interest and information memos to faculty, administrators, students, and staff who might wish to attend;

B. To allow more time for personal contact by the student activities staff to explain purposes of the lab and confirm attendance;

C. To allow time for faculty to get their classes underway and set their personal schedules (late registration puts a double load on some faculty, especially those involved in fastrak courses);

D. To allow faculty time to be contacted and to recommend students to Student Activities as participants in the lab.

We believe that students and faculty familiar with the lab experience from previous years should be involved in recommending students who could benefit from the lab. This removes the student selection from the student activities area only, and allows for a more representative and responsible selection process.

The lab site must be within one-half hour's driving time from

El Centro College and be able to accommodate a group of up to forty-five people in addition to their regular business in food services, meeting rooms, and sleeping accommodations, i.e., they must have one large meeting room holding forty-five, three smaller rooms holding fifteen each, and buffet or other rapid service food lines.

The lab should include classified personnel. If they are included, they should recieve the same information and attention as the students and faculty recieve, i.e., memos and personal contact by the staff.

A memo detailing information, and interest forms, about the lab should come from a high administrative office, either the office of the president or dean of student personnel services, or be co-authored by the dean of student personnel services and the dean of instruction. A memo from one of those offices indicates interest in, and support of, the program.

One ranking member of the administrative staff should be present at the lab each year to stress the significance and institutional support given to the lab concept and experience.

Some time for physical exercise is necessary in the general program outline. The participants need a change from mental fatigue they experience during the course of the lab.

SET UP OPERATIONS:

Reservation of lab site
Initial contact thru mail to faculty, classifieds, and students
Personal contact by student activities staff with faculty and classified and students
Group assignments
Room assignments
Collection of medical supplies, records, etc., sports equipment
Transportation assignments and arrangements
Phone confirmation of all participants 48 hours prior to departure
Evaluation at lab site by all

COSTS—DIRECT:

Facilitators fees and expenses
Lodging and meals for all participants
Materials—paper, etc., medical supplies
Staff transportation costs
Mimeo and distribution costs

COSTS—INDIRECT:

Staff time—regular and compensation
Secretarial time

Robert W. Wise

Director of Student Activities

Rochester Community College

HISTORY

A leadership training project has been held at Rochester Community College annually since 1967. The project originated under a Title III grant, which continued for three years. Since its expiration, the project is financed by Student Activity funds. The format of the project at Rochester Community College has been a Friday through Sunday weekend retreat at a camp grounds in the northern part of the state.

The federal grant was sought on the premise that student leadership in a two-year institution has problems that are peculiar to a two-year college. These particular problems are the comparative immaturity of sophomore-freshman leaders to the senior-junior leaders of a four-year campus; the assumption of a leadership role by a student after only one year in an activity; the fact that most high school leaders gravitate toward the four-year campus (at least in our locale) so that there is a lack of background leadership from which to draw; and the 100% turnover of membership every two years in each activity.

It also was thought that any leadership program should involve the faculty advisors in addition to the students, as faculty advisors also have peculiar problems in the two-year environment. Basically, this problem is that because of the rapid turnover in students and the comparative weakness of student leadership, there is a greater dependence on the advisor for traditions and continuity in the junior college activity than there is on a four-year campus. Yet, there is still the need for the advisor to teach the traditional independence and self-determination of higher education as compared to the secondary school educational philosophy.

For the first two years of the leadership program which were financed by the federal government, outside resource people from the University of Minnesota and from industry were used as the instructional staff. Knowing that these funds would not continue, our intention from the beginning was that the instructional duty would evolve to the faculty advisors. This has happened in subsequent years with outside resource people only occasionally being used for parts of the program. The results when using local staff have been quite satisfactory.

METHOD

The techniques used in instruction have evolved parallel to the change in instructional style that has occurred in the classroom. From originally relying heavily on lecturing, it has been found necessary to involve the students in the instructional process through verbal and practical exercises, discussions, and role playing. On a weekend like this, it is also wise to program a time for recreation and relaxation. Not only does this give us a more receptive student in the direct learning sessions, but also gives the students and faculty greater freedom to really get to know each other. One of the good results of the weekend is the cohesion that is built within those people who have the leadership responsibilities on campus.

The leadership programming has covered many different areas. Each spring a committee of graduating students who have had leadership roles meet and discuss what they feel were the major problems of leadership that they had encountered during the past year. From these needs, the program for the next year's leadership conference is set. The camp is always held early in the fall so as to be of maximum use to the student during his year of responsibility. From these spring meetings, the dominant leadership problem that has evinced itself through the years is that of communication. Therefore, communication has been the dominant thrust of most of leadership conferences.

PROGRAM

Some of the particular problems that have been on the agenda through the years are group dynamics, decision making, problem solving, goal orientation, meeting management, parliamentary procedure, communication barriers, management organization, leadership credibility, and some particular problems existing on campus that year. This latter topic has the value of being practical and providing some relief from the rather theoretical nature of most of the weekend.

To illustrate how one of the above areas might be taught, let us take the topic of group dynamics. The goal of the session is to give the student an understanding of the different roles a person might play in a group situation: i.e., leader, lieutenant, critical thinker, informer, tension reliever. To teach this, the conference is divided into small groups with a problem to discuss, such as arriving at a point of unanimity in ranking the ten most vital problems facing the United States today. After discussing this problem, the small groups are brought back together where the group roles are defined, and discussion attitudes such as win-lose, problem-solving, clarifying-supportive are explained. The large group then goes back to the original groups and proceeds to analyze the roles played by each participant in the previous discussion. To insure frankness, each student might have had to prepare a written judgment as to the role each of the other participants played, and then present this paper so that each could see how others evaluated them. Such an unrehearsed, natural session gives students great insight not only into roles, but into themselves as well. Another method of teaching the same concepts is to use practical problems. The group is divided into small teams and assigned three tasks, such as collecting so many mushrooms of a certain type in a timed period, pushing a volleyball the length of the swimming pool without touching the pool, and writing a skit illustrating some facet of leadership. An observer goes along with each group, and after completion of the problems, leads a discussion of the roles played by each member of the team in solving the problem. This method has the advantage of getting the students off their seats, as well as being great fun in the execution of the problem.

A technique used for teaching goal-setting is to give small groups a set of building blocks. They then compare the differences in terms of effort and efficiency among those times when no instructions are given as to what should be done with the building blocks, when one or two out of the group has a purpose given to them, and when the whole group has a common knowledge as to the purpose. The differences are effectively communicated.

The foregoing illustrations are just a few of the many different techniques used to teach the different principles and theories of leadership. Some years materials to be read are passed out on the bus on the way to camp, and then used as resource material for parts of the session. This immediate past year much of the leadership camp was based on transactional analysis. Two experts from International Business Machines Corporation were used as resource people. As T.A. has much to say on the hang-ups of communication, the session was deemed of great value and success.

RESULTS

The important conclusion to be drawn from this leadership training program is that attention to leadership *per se* definitely pays dividends. Because the work provided them with personal gain, the students participating in the program were very enthusiastic about the work. The learning gained was not just of value to them in performing their present responsibility, but had carry-over into their post-college lives. Many of the students confessed that never before had they truly realized that leadership is an art with processes and techniques that vary as applied to each particular problem, task, and group involved. Illustrating the new attitude toward leadership is that informal feed-back throughout the year finds the student leaders interested and concerned with more than just publishing an issue of the newspaper, but also concerned with the difficulty or ease of each issue. It is not uncommon to hear the newspaper editor discussing this aspect with the Senate President.

Many of the faculty advisors also professed a gain in personal learning from the conferences. Those who had had previous training in group dynamics and communication said that they felt the workshop was valuable as a refresher course. The greatest gain for faculty advisors, however, was that they were reminded that the purpose of activities is education for the student, although a few recalcitrants still look upon their activity as an end in itself.

There is some disappointment that not all faculty advisors felt either the need, or the competency, to continue the leadership training of their student leaders after returning to campus. When a problem would develop within the group, the focus would be on the problem itself rather than perhaps the poor leadership qualities that led to the problem.

Another result of this program was a markedly noticeable regeneration of enthusiasm in the student members of most clubs. The time and attention given activities and leadership was invigorating to the members.

In addition to these rather subjective judgments of the value of the program, there is some concrete data that can be traced at least partially to the leadership program. During our Sno Week festivities, the club candidates for Sno Queen used to average around nine. This past year 20 different clubs had candidates for Sno Queen. Formerly, the competition between clubs in the many various contests of Sno Week would quickly reduce itself to where only one or two clubs would have the possibility of winning the over-all trophy. Since the leadership program was initiated, the competition has come down to the wire with four or five different clubs still in strong competition.

During the 68-69 school year the Student Senate, as a direct result of the program that year, formed a group called the Student Action Committee. This group performed admirably in working on and with community groups and the local state legislators in achieving certain goals for the student body. The Senate also set up an in-service training program for all Senate candidates that has operated profitably ever since. This is pretty strong evidence of the value that the senators place on leadership training. Another gain for student government which can be partially traced to the leadership program, although it cannot take complete credit, is the fact that junior college senators have gone on to become active in student government at schools to which they have transferred. Three of them became presidents of the student body at four-year institutions, and one was even re-elected to a second term as president. Another former senator was elected vice-president of his student body. The institutions where our students have or are serving vary greatly in type also. Some are Rice University, University of Minnesota at Duluth, Bemidji State College, and Hamlin University.

The leadership conference has also contributed to the successful involvement of students on faculty committees at RCC. The interaction between the students and faculty at the training sessions led to a mutual respect which encouraged such participation. It also helped create in the students a problem-solving attitude which made them want to accept such responsibilities and work.

Probably the final concluding piece of evidence as to the success of the leadership program is that in the normal grumbling and discourse over any activity that takes place on a campus, there has not been heard any feedback at all negative toward the over-all leadership program. Considering the normal behavioral patterns of a college institution, this is strong evidence indeed, testifying toward the success of leadership training.

College Outdoor Programs

Bruce V. Mason

Erb Memorial Union

University of Oregon

Introduction

Outdoor recreation is becoming increasingly popular with today's students, as witnessed by increased interest in the environment and ecology, a simpler life style, and an increase in outdoor physical activity in general. Unfortunately, many recreational agencies of educational institutions find themselves unable to deal effectively with this increased interest through traditional outdoor recreation programs. The college outdoor program is a viable alternative to the traditional outdoor club and provides a wide variety of outdoor activities. For the purpose of this paper, outdoor recreation will be defined as those activities carried on outdoors in a natural setting, such as hiking, backpacking, and river running.

Outdoor sports were traditionally run through a club structure, with a climbing club, a canoe club, and so on. Sometimes, an outdoor club was the approach, a parent organization that incorporated a number of outdoor activities. Generally, these clubs were involved with membership, dues, meetings, advisor, highly bureaucratic structures, and limited flexibility. Limited participation, high cost, boring meetings and a low number of trips often resulted from this format. Clubs tend to be cliquish, and thus discourage new participants. They also require much energy from the members for club maintenance, with mandantory meetings, official positions, committees and so on. Clubs can become the personalized agents for one or two highly involved students, and can collapse when these individuals leave. There is often little thought given to continuity, instructional programs, or broadly based activities. Clubs can be unresponsive to student and community interests, and tend to run the same type of programs over and over again. Finally, many of today's students are uncomfortable in a restricted club type setting, preferring a looser, more informal organization that allows them independence and flexibility.

Because of all of the hassles with the old club approach to outdoor recreation, a new approach was needed. Thus, in 1967, at the University of Oregon a few students started an activity-oriented program, open to everyone, featuring a wide variey of outdoor activites at all skill levels. Called the *outdoor program*, it evolved from a handful of enthusiastic supporters in 1967 to nearly 5,000 participants in 1972, with more than 300 outdoor trips, and a wide range of environmental, instructional and educational programs.

Purpose of Paper

This paper is an attempt to provide a comprehensive information source for individuals and institutions who are interested in the outdoor program concept. It will include sections on the outdoor program philosophy, its operation and administration, and the types of programs and activities carried on by the program. This paper will not attempt to act as an instructional book on the various outdoor activities carried on within the outdoor program, but will present a structure for presenting these skills.

Philosophic Foundations to the Outdoor Program

Every comprehensive student program should have an operating philosophy to use as a base for determining which means to use to get to which goals. A well-thought-out philosophy allows a program to operate with fewer rules and stipulations, both of which are unpopular with today's students. A more unified and meaningful program is possible with an operating philosophy. It must be realized that no two outdoor programs will operate under the identical philosophy, and that the philosophy presented here is simply a model, patterned after several of the successful programs in the Northwest.

To fully understand the philosophy of the outdoor program approach, it is necessary to first examine some of the outdoor philosophies that other groups operate by.

One well defined philosophy is the one which the Outward Bound organization operates under. Outward Bound stresses individual character development, both mental and physical. Outward Bound was developed during World War II to give British youth additonal strength, courage, and will. The organization uses a wilderness setting as a means to achieve this, but wilderness activities are not ends in themselves. Contrived stress situations are used, and the individual is more or less forced to participate in all the activities. While Outward Bound is probably effective in its goal of character development, it doesn't necessarily contribute to further wilderness activities by the participant, and in fact often turns them off to the wilderness, due to the predominance of stressful, negative situations the participant is thrown into. There is little thought given to the educational possibilities found in the wilderness. Outward Bound has a very limited aim., is highly structued, and is also very expensive. Thus, this type of philosophy is of limited use for a general outdoor activities program.

Another type of outdoor philosophy is that of the regional outing or climbing clubs. In general, these clubs have a defined membership policy. One must pass certain membership requirements to join, such as age, residence, social position, physical ability, financial success, and so on. These clubs often have an emphasis on certificates, awards, and titles. One must start at the bottom and work up slowly, the pace being set by the clubleaders, not by the participant. This merit badge syndrome appeals to some, but has little to do with actual wilderness actitivties. Many of these climbing-type clubs tend to be run from above, by a seniority system that allows little participant input. Each trip is decided upon by a trip committee, each activity decided by an activities committee. Clubs tend to become very cliquish, resistant to change, and preoccupied with meetings and bureaucratic structures. If wilderness skills are presented, it is generally in a school type of atmosphere, with grades and certificates. Decisions are made by the leaders, not by a group decision process. The leaders are usually cast into the authoritarian mold, and then to be older and quasi-professional. Because of tax law, many outdoor clubs are unwilling to become involved with issues concerning the wilderness, The Sierra Club being one notable exception. Lastly, clubs tend to be expensive in both time and money.

In contrast to the above, the outdoor program philosophy is more than just an approach to outdoor recreation; it is a way of approaching life. Its philosophic goals are individual independence, group cooperation, ecological awareness, and a return to a simpler life incorporating the environment. The outdoor program has distinctive instructional, economic, administrative, and participatory philosophies, as discussed below.

Instructional Philosophy

Words like *instructor* and *teaching* do not fit well with the outdoor program philosophy. They are too loaded with connotations such as school, certification, high structure, and so on. Perhaps terms like *resource person* and *skill presentation* more closely represent what the outdoor program tries to instill in its instructional programs.

The very existence of instructional programs with skill presentations is central to the outdoor program. The program does not exist for just the person who has already mastered the various outdoor skills. In fact, the majority of the activities are for the novice, for the person who is just discovering the joys of wilderness recreation. These people need to attain a certain skill level to safely undertake many of the outdoor pursuits. For this reason the outdoor program makes an effort to present as many outdoor skills as possible. Some of the educational methods used in outdoor skill presentation are outlined below.

Positive Reinforcement: Unlike the Outward Bound approach, the outdoor program tries to make each wilderness experience a positive one. The level of difficulty of the task is set so that the learner can achieve a fair degree of success. When commenting on a person's actions, positive, constructive criticism is given, in the form of friendly conversation. Superior—inferior types of situations are avoided, with the resource personnel acting more as the learners and peers than as highly advanced instructors rationing out their knowledge. As part of the positive reinforcement philosophy, no credit is given for these informative learning sessions, so the individual has no pressure to achieve a grade. This allows for a much more relaxed atmosphere, where the learner can concentrate on what he wants to learn, not what he thinks the instructor might want him to learn.

Learner Initiated Progress: In conventional educational systems, the instructor decides when the learner is ready to try something new. The outdoor program likes to operate by a simpler system, one in which the resource person isn't forced to make value judgments about those he is helping. In this system, it is up to the learner to decide how fast he is going to progress, and at what level of difficulty he is going to stop. This allows for the great variety of interests and learning abilities found in participants. Thus, some individuals may progress to advanced skill levels in a very short time, while others may wish to proceed to a lower level at a more leisurely pace. It is not part of the educational philosophy that all people must become expert at the particular skill they are interested in. Many just want enough basic skills to be able to move in the wilderness with ease and safety, and they should not be constantly pressured to do more thay they want.

Instructor as a Example: Learning by Doing: Physical skills are most easily learned by a minimum of explaining and a maximum of doing. To speed up the trial and error process of learning, people tend to look to someone who has the desired skill, and attempt to imitate his actions. With this in mind, the resource person should make his actions and responses carefully and even in an exaggerated way if necessary. Most times there is more than one way of doing a particular skill, and this should be understood by the learner. Variety is part of an individualized activity-oriented program, and finding something that works for the participant is more important than adherence to any one style. The resource person must understand this, and approach the problem by indicating that a particular style works for him, and it may also work for others. This type of learning by doing and observing others has some additional advantages. For one, it is a more enjoyable experience for the instructor, for he isn't forced to *teach* and he can enjoy the activity himself. This is very important when dealing with volunteer resource personnel. This method of skill presentation is also more efficient than other communicative methods, for it keeps both the learner and the instructor interested and doing something. When told how to do something or when reading how to do something, usually only a part of one's attention is involved. Other parts of the mind or body are inattentive, asleeep, thinking about something else, or otherwise not paying full attention. However, when attempting to copy the instructor's behavior and coordinate all of the parts of your body to function in a certain way, all of one's resources are at work, and the learning is more complete and less painful. Finally, the *leader as model* approach creates less of a structure, creating a more informal and pleasant format than found elsewhere in the university community. Many people interested in independent wilderness activities are more comfortable in a sharing situation than in a formal teacher-student relationship. Here, the instructor isn't set apart from the participants, and while he shares his knowledge of, say, ski-touring with them, they may share their knowledge of first aid, geology, or meteorology. Learning is a two-way street.

Use of Volunteers: The instructional trips as well as the regular trips of the outdoor program involve the use of volunteers. The principle is, when you learn something, share it with others. Many of those giving instruction have recently learned the skill themselves, and thus their enthusiasm is high. This also helps avoid a structured teaching elite. To retain volunteers in the role of instructor and leader, the educational structure must avoid boring and meaningless activities. By concentrating on the actual activities in outdoor settings and keeping the formal instruction to an absolute minimum, volunteers can enjoy themselves as they serve as resource people. This is critical to the success of the volunteer program. Naturally, not everyone who learns a skill through the outdoor program will become an instructor, but generally enough do to continue the learning process. Those who have a natural ability to help others come forward willingly and serve as resource personnel.

The outdoor program's instructional philosophy is quite different from the average university class. Volunteers, peer teaching, and learner initiated progress are all foreign to physical education classes that have professional teachers and grades. Learning through the outdoor program is a refreshing change for the student who is bombarded by an authoritarian structure, rules and regulations, grades, lock step advancement, and other ills of our present mass education system.

Economic Philosophy

Briefly, the outdoor program economic philosophy is to provide maximum access to the wilderness and wilderness pursuits at the lowest expense possible for both the individual and the institution. This has been very successful due to the voluntary nature of the program. Since all trip originators and instructors are volunteers, the only costs of an activity are for food, travel, and rental costs. Food is often bought by the whole group, which lowers the cost, and travel is arranged in a cooperative manner, with riders helping out with gas money. Food costs have been lower than $2 a day, and travel costs run about one cent per mile for the participants.

The outdoor program budget goes for operating and administrative expenses, not for the actual trips. Thus, an outdoor program costs the parent institution a fraction of what a program that subsidizes travel costs, such as club sports. The outdoor program often supplies large expensive items of group equipment, such as rafts and tents, on a rental basis.

A *do-it-yourself* attitude prevails around the typical outdoor program, with the program providing information and assistance to groups and individuals on making their own equipment. Patterns for outdoor clothing, molds for making fiberglass kayaks, plans for modifying existing equipment, and seasonal equipment discussion sessions are all a part of this philosophy. In addition, the program provides an extensive file of equipment catalogs with user annotations dealing with factors such as comparative cost, quality, usefulness and so on.

The results of these cooperative and do-it-yourself efforts are extremely low-cost wilderness adventures. For example, a five day commercial float trip on the Colorado River may cost as much as $450 while a recent University of Oregon Outdoor Program expedition spent 21 days on the river for a cost of $125 each, including transportation from Oregon. Most day-trips cost only a dollar or so, and a week back-packing in the wilderness might cost the hiker $16.

Participatory Philosophy

Again, this philosophy is a common-sense one and very simple. Participation in the outdoor program is open to everyone. There is no membership; no age requirements; no sex, race or economic barriers. One need not be a student of the particular institution or even live in the same state. Having the program open like this does away with many administrative hassles and value judgments. Since no institutional money goes to any wilderness trip, the student body is not supporting non-students. The outdoor program is a purely democratic organization, with interest and inclination being the only requirement for participation. This open nature of the program makes possible many cooperative programs involving other schools, the community, and interested individuals. A special program, *Cooperative Wilderness Adventures,* has been developed expressly with this concept in mind.

Since no one can be a *member* of the program, just a participant, the natural tendency of in-group cliques is largely avoided. This makes it much easier for newcomers to feel at home. While many life-long friendships are formed, the new participant is always welcomed. This approach limits chances of the program becoming a narrow, specialized group, interested only in, say, climbing. Any person may originate any type of wilderness trip.

One final point to the participation philosophy concerns the level of participation. A person can participate in the outdoor program at any level he wants. There is no required level of participation, as with some clubs and organizations. Some particpate once a week, some once a year. An interesting sidelight to this is the large number of participants who have found enough meaning in the outdoor program to make it central to their life. These individuals have changed the priorities in their life to include an immense amount of volunteer time for the program concept. Few if any other student union programs have such a dedicated following, some of whom have volunteered for the program for four or five years. This is one extreme of participation, with the person who is seeking a limited amount of knowledge on one wilderness pursuit at the other extreme.

Operation and Administration of Outdoor Programs

How It Works—Taking out a trip

An outdoor program trip can be originated by any person who is so inclined. No permission is required from the coordinator, or from the student union. A person who wishes to have others share a wilderness experience with him, as well as transportation, food, and planning, needs only to fill out a *Trip Sheet*, and place it under the appropriate day on the trip board. It should be understood that the person putting up a trip sheet is a trip *originator*, not a trip *leader*. His main responsibilities are to arrange for a pre-trip meeting if one is needed, to reserve transportation if needed, and to clearly identify what the trip will entail in terms of costs, equipment needed, skills needed, possible dangers, and time requirements. This information is needed so that a potential participant can make a reasonable decision as to whether to go on the trip or not. The trip originator is not expected to make group decision, or act as guide. All decisions that affect the group are decided by the group, and various members of the group share their individual abilites in a cooperative manner. One person might have the ability to do excellent camp cookery, another might excel in first aid, another in the particular wilderness skill connected with outing and another in map and compass. In this manner, a single leader is avoided, with each person contributing what he does best.

Once the trip sheet is posted, interested persons sign up for the trip, and the trip goes out. Trips are generally small, with 6 to 10 people a good number. Except for transport hassles, there is no required number of people needed in order for a trip to go out. A trip with two people is just as valid as one with twenty. Often, an outing club will cancel a trip if they think that not enough people have signed up. There is also no limit on how many trips can go out on the same day. A good weekend may see seven or eight trips, doing different things, going to different places. If a large number of people sign up for a trip, it is usual for the trip to split up so that smaller groups will be possible. Large groups are not very compatable with a wilderness setting.

When the trip returns, the trip sheet is filed, with the total number of paricipants noted on it. This is useful in determining the number of trips and participants for a year. This type of trip organization is very effective, and is an essential part of the program operation. People can not gripe about the number or variety of trips, for they are always welcome to initiate additonal trips. Spontaneity and flexibility are a natural outcome of the *anybody can take a trip* philosophy. The exciting variety and vigor of the outdoor program is due to this concept.

Role of the Coordinator

The independent nature of outdoor enthusiasts coupled with the cooperative nature of the program presents a real challenge to an outdoor program coordinator. Traditional administrative procedures and techniques often don't apply when working with a low-structured, free-form program. The coordinator acts as a facilitator rather than a director, in a supportive rather than an authoritarian role. For legal reasons, it is not part of the coordinator's job description to actually lead trips. He is free to take out any trips he wishes to, but this is done as a program participant, rather than as the coordinator. The coordinator has a broader view of the type of trips going out, and initiates instructional sessions in areas that are being skipped. If a coordinator were to take out or participate in only difficult, exciting trips, then it would be hard to get volunteers to take out the simpler entry-level trips. Therefore, the coordinator must balance his activities, and serve as a model for the volunteer trip originators. It is the role of the coordinator to research new wilderness activity possibilities, both activities and geographic areas for trips. The coordinator also has an important role in organizing the large scale trips, such as expeditions to Mt. McKinley, and in encouraging a wide variety of educational programs. More importantly, the coordinator must maintain an atmosphere condusive to volunteer input, innovation, and cooperation.

Publicity

Because of the large number of trips that go out, there is no attempt to publicize individual trips. People either call or drop by the program room to find out what trips are going out that week. The trip board covers a week's time span, and a separate clipboard has trip sheets for future trips.

There is an effort made to publicize the outdoor program in general, and this takes in the usual gamut of articles, posters, and exhibits. Slide shows have been possibly the most effective means of publicizing the program's activities because of their great visual appeal. Local television stations have also proven to be helpful in publicity, with special features, talk shows, and slide-tape shows.

Calendars and brochures are published throughout the year listing instructional programs, shows, equipment sessions, and so on. An extensive mail list is maintained for the purpose of disseminating these publications.

Physical Plant

The outdoor program room serves several purposes. It is an office for the coordinator and work-study volunteer help; it is a meeting room for the various outdoor program activities; it is a lounge for the participants during their school day; it is a storeroom for program equipment; and it is a workshop-repair room for people building or repairing outdoor equipment. Some of these functions can easily be transferred to another room if space is limited. However, it is important to have as many of the functions in one area as possible. There is less chance of administrative gap if the coordinator has his office in a corner of the main program room. Availability and openness are program trademarks, and a private office in another part of the student union could lead to isolation, authoritarianism, and to more traditional administrative techniques. One large room seems to be the best answer, although it gets confusing at times. The room should have the usual office paraphernalia of desks, files and so on, and should also have work tables, easy chairs and couches. Due to the unconventional hours at which trips depart and return, it is desirable to have a door that opens directly to the outside. Thus, the program can be open independent of the parent building.

A central location is also important, due to the drop-in nature of its clients. The only way to find out what is going on in the way of activities and to sign-up for them is to drop by the program office. A loading zone area is handy, due to the frequency of having to load outing equipment into the transport.

As an outdoor program grows, sometimes additional space is needed for programs such as kayak building and storage, a darkroom, sewing room or more workshop space. Often a university will have a crafts area that will fulfill many of these needs.

Budget and Staff

Most outdoor programs have started with a part-time student, on work-study or a graduate assistantship. They have generally been started by someone not previously on the program staff of the union. This is because of the specialized interests and skills needed to start a program. It would be a very hard task for a person to run an outdoor program who didn't have wilderness pursuits central to his lifestyle. It is the type of job that you eat, sleep and live. A coordinator must have excellent rapport with both students and administrators, must have numerous outdoor skills as well as organizational abilities. A traditional university administrator would be most uncomfortable in this type of administrative job. The low structure profile means that things often seem unorganized, as indeed they may be. Outdoor programs call for a radical kind of administration, where the administrator can get things done without having to be authoritarian; where the natural tendency towards regimentation and rules can be avoided; where common sense rather than expediency rule; and where fear of possible failure doesn't hinder programming.

As the program grows, work-study students are used to handle the routine office matters, and to assist in instructional and equipment sessions. The value of energetic work-study help cannot be exaggerated, with many of them becoming so involved with the excitement of the program that they work many hours over their required time.

Many outdoor activities require specialized equipment, such as ice axes, tents, rafts, and good sleeping bags. There are several possibilities in handling the equipment problem. Often, a retail outdoor store will have a rental program from which people not having the necessary equipment can rent. The outdoor program itself can purchase equipment and rent to its participants. Finally, the program can start a retail store within the student union, and have this store stock the needed rental equipment.

In examining these options, making use of an existing rental outlet is probably the easieist, if one exists and stocks the necessary items. They tend to be rather expensive, since they are out to make profit, and generally they stock only the cheaper items such as ice axes and packs. Another problem is that you can't count on the equipment being there, as you must compete with the general public.

If the outdoor program decides to buy the items, it does away with many of the problems mentioned above, but it also means the hassle of buying, renting, maintaining and scheduling the equipment. It takes practically a full-time person to run a rental program, and volunteers cannot be counted to do this type of dull administrative work. One option in this plan is for the program to buy only major pieces of group equipment, such as tents, rafts, and stoves. These are the items that are rarely found in rental outlets, and are somewhat easier to schedule and administer.

Finally, there is the possibility of starting a store, as the University of Oregon has done. If no local retail store is providing the services that are needed by the university community and the program participants, a student outdoor store can be initiated. This store would have service as its main goal, with profits secondary. This type of undertaking is a major one, requiring close support from the parent institution.

The cost of an outdoor program is very reasonable compared to its benefits. A recent study showed up to $29 of benefits for each dollar of cost. The actual budget of an outdoor program will vary depending on its size and activity. The University of Oregon outdoor program started with a budget of $400 its first year, and has continued to try to keep a conservative yearly budget. It has generally worked out to be a dollar for each participant a year. That is, with more than 6,000 participants this year, the budget was in the $6,000 range. Depending on just what services the program supplied its participants, this budget could be cut in half or doubled. The outdoor program budget compares favorably with other student funded programs, and in fact is about the cheapest one when judged on a participation basis.

Activity Programs

The vast majority of outdoor program activities are short, informal day or overnight trips at the entry or intermediate skill levels. These include day-hikes; beach trips; bike tours; weekend backpack trips; ski tours; easy river runs in canoe, kayak or raft; rock and snow climbs; spelunking; and whatever else someone might want to do in the out-of-doors. These trips are interesting, exciting, easy to get together, and constitute the real guts of the outdoor program. These types of trips require little planning, are inexpensive, and require less sophisticated equipment and skills than do the more glamorous, longer trips.

Another major segment of the outdoor program's activities concerns instruction. To move through the wilderness with safety and ease, it is necessary to master certain basic skills. The outdoor program creates instructional activities and trips to fulfill this need. These range from on-campus first aid meetings, to pool sessions for kayaks, to instructional ski tours and river trips. The instruction offered is presented by volunteers who often learned their skills through the outdoor program. The coordinator assists these volunteers in planning comprehensive educational programs, and suggests certain methods and techniques that have proven effective.

A popular way to start an instructional season for an activity such as ski touring or river running is to hold a *Ski Touring Week* or a *River Running Week* in which a series of nightly programs of slide shows, movies and demonstrations inform the general public of the activity, its equipment and some of the basic skills. The week is followed by a number of instructional trips in an outdoor setting. This is a efficient way of presenting basic information and skills to a large number of people. It helps lessen the number of people who walk in the office every day and say "Please tell me all about ski touring" or similar important but time consuming questions.

An attempt is made to have trips available at several different skill levels at all times. For example, during the river running season, introductory trips are offered continually, along with intermediate and advanced trips. Thus, a person can learn the basic skills throughout the season, not just at the beginning, as with most instructional systems.

Outdoor programs can offer many other types of programs, both on and off campus. Some of the more obvious ones are film programs, lectures, seminars on wilderness and environmental topics, clothing and equipment construction programs, photography and audio-visual projects, and first aid sessions. The outdoor program can serve as the spark plug for campus environmental causes, and can sponsor conferences on numerous topics.

Some specific programs that the University of Oregon outdoor progran has initiated include the following:

New Student Orientation. This is a program run each summer for entering freshmen and new students to the university. Interested students can sign up for 3-5 day trips in the wilderness, where they have contact with older students, faculty and staff, the wilderness and some exciting activities.

Cooperative Wilderness Adventures. A unique program that is based upon the cooperative philosophy of the outdoor program. This takes the form of a printed schedule of trips originated by individuals and outdoor programs throughout North America. Through this program, one may participate in a much wider range of trips than would be possible through only one outdoor program. This growing program is one of the few instances in which schools cooperate together, rather than compete against each other.

Wilderness Environmental Pursuits. Another unique wilderness program, in which students may receive credit for projects done while on program trips. A student negotiates with his professor to determine a valid project that involves the wilderness or an activity, and then goes on a number of trips to complete the study. An example of this would be a project to study small group behavior on a challenging mountain climb.

Involved Students Look at the Union

Dorothy Pijan

Director, N.T.S.U. Union

North Texas State University

Throughout the history of unions much has been said and written about the relationship of students to the union, the students to the staff, and students and staff and union to the university.

In the last five or six years, ACU-I has attempted to meet some of the student/staff dilemmas with the initiation and continuation of the Mishawak concept now referred to as the Student/Staff Assembly.

It is as the dean of the 1973 Student/Staff Assembly that I am chairing this session today. Panelists are student leaders representing Region 8, 9, 11 and 12.

Joe Poell, Region 11	Kansas State
Bob Hager, Region 8	University of Wisconsin—Milwaukee
Kid Goode, Region 8	Elmhurst College—Illinois
Bruce Twenhafel, Region 9	Illinois State—Normal
LeNorman Strong, Region 12	University of Texas—Arlington

To these students involvement in the union is an accepted way of life. They are involved not only in their respective unions but also in the responsibilities of their ACU-I regions. These are special young people—students interested in a challenge—students who ask questions and often come up with answers of their own—good answers. That's what we're about this morning. They do not agree. They see answers to our questions this morning from their individual vantage points. Their thoughts will challenge you—will challenge each other. We will discover how they view their involvement in their individual union and, hopefully, their thoughts will stir some ideas of your own.

Harold Taylor defines a student as "a person who is learning to fulfill his powers and to find ways of using them in the service of mankind."

In 1944 a union director of note (Porter Butts) wrote:

> *It is students who have shaped the course of this enterprise. And they have been perceiving enough, throughout, to know that a student doesn't go on through life dealing only with persons his own age. They have themselves become adults and are ready to deal with other adults, retaining their independence when they differ and voting their sentiment into union policy, and not hesitating to agree when they do agree. In the long run it is this mutual sharing of experience and aspirations, this friendly give and take among the older and younger members of the community, that has made the union a thriving, exciting, and rewarding institution.*

Discussions between student and staff from all regions at SSA have shown that very often students and staff share many of the same attitudes, same concerns about the union of today and tomorrow.

We live in challenging times. No longer does tradition hold sway in the union, actions must be valid! Goals must be outlined and avenues of accomplishment be undertaken and accepted by students and staff—by everyone working to make our endeavors exciting!

As we hear from this panel today you will find that these students represent different schools of thought. There is no blueprint we can draw for student/staff relationships for the most effective kinds of participation with regard to union governance and program planning—for student values of today as compared with a few years ago. These are individuals and the ideas they will share are their own. We offer them as proof positive that a difference of opinion is healthy, that it is the way we progress and keep up with the fast moving pace of today's college campuses.

This student/staff exchange is not new. In 1929, when ACU-I was holding forth at its tenth annual conference, Porter Butts shared these thoughts about student self government with staff aid in his opening address:

> *In proceeding toward these general union objectives we travel by way of the student self-examination and self-government route. There is always a lot of curious and optimistic talk about student self-government. We have tried to keep free from any illusions on the subject; we have two definite feelings about it: First of all, if there is to be student direction, there must be something to direct; often we have on our campuses—we did on our own—student government which governs nothing. Second, no sizable self-governing body operates successfully without a full-time administrative branch; we should not expect more of students. So, we look to the student to provide policies and purposes and inspiration, and responsiveness to student needs and to building needs; but we also provide a good many full-time staff members to see that what the student governors have asked for is carried through. They do a lot for themselves, of course; but in general the only sure safeguard of a system of self-government is to have a continuing group of officers who are acting in an administrative way for the governors, and, in the last analysis, are subject to their control.*

Porter asked many questions of union staff when in 1949 he posed these thoughts that are as timely today as they were twenty five years ago:

> *Do we actually welcome students to a share in making the important decision in the union? Do we reach out to the vast numbers of unorganized students when we appoint committees? Do we countenance race discrimination when we choose employees or elect officers? Do we close our meeting rooms to certain groups, or our lecture platform when a troublesome issue is up? Do we show we're interested in anything that's happening beyond the borders of the campus? Do we care enough about what it costs students to eat at the union or to use its services? Do we wink at student petty graft? Do we do something about legitimate student requests and needs?*
>
> *Here, in short, at the threshold of his participation in adult affairs, the student will find out how well democracy works where it ought to work best—in and enlightened college community. And his attitudes, his feelings of personal obligation to do his part, will be substantially shaped accordingly....*
>
> *If we can help see to it that thousands upon thousands of students leave our doors socially minded, ready and able to serve the common welfare, contributing freely to the imperative cause of a successful respected democracy, the union will receive, and deserve, the most important plus of its history.*

I could share much of *The College Union Idea* with you today. I strongly recommend that all of us searching for answers to concerns of today's unions read it carefully—for a solid frame of reference to what we are or should be all about.

He summed it up in 1965 with these words at a student/staff orientation.

> *Now I'm certainly all for the work and time that goes into getting equal rights for everybody, or doing something about the under-privileged, or trying to figure out what is the sensible thing to do in Viet Nam, and we should certainly do our part to help in both large and small ways.*
>
> *But somewhere, some place, some time, somebody should show what life can be like if some of the problems get settled —qwhat the end product of all our endeavors and struggles might be.*
>
> *It seems to me the unique and superlative opportunity the union has—differing perhaps from all the other ogranizations on the campus, or in the city for that matter—is to demonstrate, here and now, what the good life is.*

Now, in 1974, we face many of the same challenges; our counterparts of the past have met along the way. We are still seeking answers—up-to-date answers—that meet our needs—where we are.

Who better to help us find these answers, together, than these vibrant students so representative of today's college students. Listen well, challenge well, for from such meetings and exchanges will come good things for all of us.

> *The Prayer of the Founders is that Hart House, under the guidance of its Warden, may serve in the generations to come the highest interests of this University by drawing into a common fellowship the members of the several Colleges and Faculties, and by gathering into a true society the teacher and the student, the graduate and the undergraduate; further, that the members of Hart House may discover within its walls the true education that is to be found in good fellowship, in friendly disputation and debate, in the conversation of wise and earnest men, in music, pictures and the play, in the casual book...*

Part Four: The Educational Responsibility of the Union — Formal and Informal

The Educational Responsibility of the Union—Formal and Informal

by

H. Ian MacDonald

Deputy Minister

Ministry of Treasury, Economics and
Intergovernmental Affairs
and
President-elect
of York University

As I understand it, you are celebrating the 60th Anniversary of the founding of the Association of College Unions-International, and I would like to add my own sincere congratulations on that achievement. Since you are holding your first Annual Conference in Canada after sixty years, I am particularly conscious of the heavy weight of responsibility that rests on my shoulders, or on the shoulders of any Canadian speaker—I would not wish to be responsible for a further interlude of sixty years before you return again to Canada.

I am honoured to have been asked to participate in your great gathering in the form of this keynote speech although I have not yet succeeded in finding out why I was considered a suitable person for the task. I suspect it had something to do with the fact that my name was in the local newspapers as President-elect of York University at the very time that Carman Guild was looking for a speaker for this afternoon's program. When asked why he hired so many of his relatives, the late President Kennedy remarked that it is easier to fire a relative than a friend. However, there is absolutely no way that I have discovered of graciously saying "no" when asked to do something by a friend, and I found myself in precisely that situation.

Since I expect this is the reason for my presence today, you might be interested in a few reminiscences on the process that led up to my appointment at York University as well as some of the aftermath. I know that you are all aware that the process of choosing a University President today is a highly open and public one, and as part of the trial by fire, I was invited to various open meetings of faculty and students at York University. The first question put to me on the very first day was: "Why would a pillar in the corridors of power with access to control over great sums of money be interested in a position with no power facing severe financial stringency". All I could think to reply, while trying to prepare a cogent answer, was that I had been on the fringes of politics for so long that I had decided it was time "to turn pro". Indeed, I am advised that certain political skills are a prerequisite to the survival of University Presidents. However, if the assumption underlying the question which was put to me at York is true, I could best describe myself, in paraphrase of the distinguished Canadian journalist Peter Newman, as "a renegade from power".

At the time of the announcement that I was leaving the Ontario Government, I confess to you that I experienced quite a cultural shock. After nine years of studied anonymity as a civil servant in the tradition of the parliamentary system, I burst forth into two weeks of unsolicited fame and publicity. That condition proved to be doubly difficult for one who had spent a lifetime deploring "the cult of personality". May I also report that the publicity assumed some rather curious forms. For example, I was interested to read that I wore "a nondescript suit and an unfashionably thin tie". Now, I readily admit that, until that moment of revelation, I was totally unaware that ties came in different widths, but what really jolted me was the fact that I was wearing my best suit. The very next day I received a telephone call from our capital, Ottawa, and my heart took an ecstatic leap when I was advised that it was from "Fashion Unlimited" but, alas, it was for another MacDonald in our Ministry of Industry and Tourism. Then, Time Magazine wrote that "I balanced books rather than writing books". Let me point out that, whereas I have been responsible for producing two books of Confederation essays in recent years, I cannot recall when we last balanced the provincial budget during my tenure as Deputy Treasurer of Ontario.

Mr. Chairman, I am returning to life in the academic community after nearly ten years in government service preceded by ten years of university teaching and administration. As a result of nearly twenty years of working life, I have naturally reached certain conclusions about the proper nature and purpose of the modern university and about the peculiar contribution which the Union—or its institutional companion, the residential College—can make to the fulfillment of the University's purpose and the achievement of its ideals.

At this particular juncture, the university has been undergoing an intensive period of introspection, perhaps as intensive as in any previous period in the history of universities. On the one hand, the accelerating competition of rival claims on public funds is compelling a re-thinking of aims and objectives and the methods of achieving them. On the other hand, the world in which we must live and the society which we must both lead and serve is changing at an exponential rate. It is not surprising then, that this pressure-cooker atmosphere produces spastic systems in the form of student protests or faculty outrage. It is also not surprising that the humility which should be the companion to greatness sometimes is overwhelmed by excessive egocentricity.

In passing, let me note that not all institutions are equipped with the remarkable protection evident among the Warden and Fellows of Wadham College, Oxford. To a group of students who presented a list of nonnegotiable demands, the College staff replied in the following manner: "Dear Gentlemen:

We note your threat to take what you call 'direct action' unless your demands are immediately met. We feel that it is only sporting to let you know that our governing body includes three experts in chemical warfare, two ex-commandos skilled with dynamite and in torturing prisoners, four qualified marksmen in both small arms and rifles, two ex-artillerymen, one holder of the Victoria Cross, four karate experts, and a chaplain. The governing body has authorized me to tell you that we look forward with confidence to what you call a 'confrontation', and I may say even with anticipation."

Let me illustrate some of the pressures to which the post-secondary system has been exposed by reference to the Province of Ontario. During the 1960's, post-secondary institutions in this country, and in this province particularly, developed at an unprecendented rate. In a short space of years, we grew from seven to fifteen provincially-supported universities in Ontario and we created twenty-two new Colleges of Applied Arts and Technology as part of the post-secondary system. I recall once calculating that post-secondary capital investment in the quinquennial period 1967-1972 in Ontario would surpass all that had taken place in the preceding century of Confederation. That was the era of the "quantitative revolution" in education. There were some who expressed concern from time to time about the extent of the outlay, and the pace of events, but our social, economic and demographic circumstances were such that we really had no choice. That underlying concern often concealed itself in an attempted economic justification of investment in education. "Investment in human capital"—that most unfelicitous phrase—was a concept that I for one argued against rather forcefully, because I believed —and still believe—that education is more than an economic process, more than a means to an end, and more than mere occupational training, but that it is a prerequisite of a civilized society and a process whose intrinsic worth has been demonstrated many times over.

Now in the 1970's, we are in the phase of the "qualitative revolution", where that intrinsic worth to society must be carefully cultivated and demonstrated. Those professional purveyors of gloom, not an exclusive Canadian commodity although we seem to have more than our share, now talk about universities as a "declining industry", one doomed to financial failure and intellectual impotence. That, I submit, will happen only to the extent that those responsible for university affairs let it happen. We need universities more than ever. The question is not do we need them, but what should they be in the modern world? Let me not appear to suggest that there are no problems—there are. However, my point is that the solution is not to throw the baby out with the bathwater, but rather to consider how often the baby needs to take a bath, while ~~remaining a sw~~eet-smelling member of society.

So long as the constitutional responsibilities of our Confederation remain intact, and the revenue sources among the three levels of government remain unreformed, then education and a variety of other socially desirable activities in this province will face financial hardship. I foresee no relaxation in that condition throughout this decade. Indeed, I can assure you that it will be worse before it is better.

What is the basis of this austere forecast? As all of our visitors may not fully appreciate, education in Canada is the constitutional responsibility of the provinces. In recent years, the Government of Ontario is commited to major transfers to the municipal level of government to offset its sole dependence on the regressive property tax. The current concern about the quality of life means that massive new demands are arising within the constitutional umbrella of provincial governments—environmental protection and enhancement, mass urban transit, preservation of agricultural land, development of recreation and open space, urban renewal and beautification. The decision to embark upon the protection of some 1.3 million acres of the Niagara Escarpment and to provide a Parkway Belt from Hamilton to Oshawa around Metropolitan Toronto will involve an outlay of at least one billion dollars over the next few years—and more to come. In the face of these demands, education, health and the traditional social services obviously will be faced with strong competition for funds.

Someone once said that there are two reasons why parents want their children to go to university: either because they went themselves, or because they didn't. By the same token, my experience in government has taught me that there are two diametrically opposed attitudes to government, depending on the issue: those who criticize the government for spending too much, and those who argue it is not spending enough. The current situation in the schools is a good example. I suppose the two general propositions that I hear most are: one, that taxes are taking too big a bite out of our pockets; and two, that expenditure on education is too lavish. Yet many of these same people feel, where their own children are concerned, constraints on educational spending are resulting in overcrowded classrooms and poorer education. Some who can afford to do so buy their way out by opting for private schools, but I cannot accept that answer. The only resolution to the dilemma must be acceptance of the necessary discipline to reach agreement on strict priorities, a willingness to set goals and objectives, and the ability to concentrate on those things that matter most. If we face a choice between lower library budgets or more educational television then surely we must be prepared to decide. That is why I do not believe that universities need be a declining industry or that the quality of their product must be diminished. Rather, I believe:

A. We must be willing to have sufficient cooperation among universities to avoid wasteful competition without, at the same time, converting them into an educational cartel.

B. We must be willing to decide on those programs and activities that should be our priorities and be willing to concentrate on them.

C. We must have a sufficiently clear medium-term financial plan to avoid unnecessary emergency situations.

D. If universities wish to seek a bigger share of the public's financial pie, they must be capable of convincing the public that they deserve its support and that they are relevant to our society.

Anyone looking for historical justification for our universities can find evidence in abundance. The universities, their faculties and their students have been guardians of some of our most cherished values—the responsibility for pushing back the frontiers of knowledge, the protection of the freedom to dissent, the ability to explore myths and social fallacies, and the capacity to enlarge the horizons of young minds and those of an increasing number of adults, whether in a creative direction or in a critical fashion.

However, there have also been conspicuous areas of neglect and examples of unfortunate failure. The universities alone are not to blame for these and, perhaps as an impressionable undergraduate, I set too high a store on the remarks one professor I respected greatly. He said to me: "Do not go into a university career unless you expect to push back the frontiers of knowledge." Yet, in my own subject of economics, I find it difficult to identify the shifting of any frontiers since the work of John Maynard Keynes. We have had great improvements in technique and the accompanying analytical apparatus, but we have discovered no new territories.

Looking forward, I believe that we face some fundamental battlegrounds in Canada that will command all the intellectual muscle we can muster. I speak of Canada, but I have no doubt that you can find equivalent challenges in every part of the world.

The road to national unity remains as treacherous as ever before in the history of our Confederation.

The outcome of the basic uses to which we put out non-renewable resources will determine our long-term future and our relationship to the world.

The question of human settlement, in all its complex parts, in a metropolitan area like Toronto, where so many do not bear names like MacDonald, has had scant attention.

The attitudes to population change and economic growth now and in the future will determine the type of society we will become.

The importance of planning the landscape to suit the full needs of everyone rather than the selfish interests of the few is becoming increasingly clear.

The issue of the balance between work and recreation in our society will have profound economic and social consequences.

The question of who should be educated, how far, in what direction, for what, and paid for by whom remains unresolved.

The process of humanizing government and decentralizing it in order to bring it closer to people, and to fulfill the urge for self-determination on a regional and local basis, must be accelerated.

Above all, the objective of retaining and enhancing a compassionate society should be a top priority.

What are the ingredients of such a society. I would suggest the following:

That we achieve law and order by the concern of all rather than the muscle of the few, that we retain the priority of green grass over concrete caverns, that we can bring work to people as well as taking people to work, that we can treat the old and the young as part of a larger family rather than statistics in homes for the aged and day-nurseries, and, perhaps above all, that we can take the time and make the sacrifice to ensure that the handicapped are happy, contributing members of the community.

My hope is that the energies and talents of universities can be marshalled to those ends as never before. In recent years, far too much effort has been devoted to wrestling with questions of internal structure. Much of the vitality of universities has been sapped in resolving the process of *how* to do things, rather than in deciding *what* to do. Of Course, universities are not alone in succumbing to that temptation. Debates over structure are always easier than setting goals and objectives, but university structures are creatures of man, the product of an act of will, and vehicles to help us reach our destination. Let them not become a preoccupation or an end in themselves. Let us create something that works —and not spend too long over it—in order to tackle our primary responsibilities.

In the case of each issue to which I have referred, I believe the university can and must play a large, although by no means an exclusive, role. The traditional university is now only part of "the university" in the broader sense. Learning and research are diversified among a variety of institutions and situations today; nor does the university enjoy a monopoly of knowledge— far from it. The university as an institution must recognize that it is a central part, but still only a part, of a variety of centres of knowledge and learning—business, government, resource institutes, community colleges, and so on. Still it is a special star in the intellectual constellation and should be a guiding light. To do so, however, it must earn its place of leadership. To do that, in turn, it must not only know itself, but know and understand intimately the world and conditions around it.

Therefore, I believe two ingredients are now of great importance—openness and mobility—between the various parts of the "new university"—the broad community. Universities should be leading the way. I believe in, and I have done my best to encourage openness of government. Organizations which behave as secret societies must bring suspicion and mistrust upon themselves. Yet, as I keep trying to convince journalists and political scientists, there is nothing conspiratorial about governments; we just muddle through.' Let us open up our insitutions—let everyone see what we are doing—let the professor know the actual problems of the corporate suite, the businessmen the true constraints of the Cabinet room, the person in government the real objectives of the university.

Over time, mistrust and suspicion will be alleviated by greater mobility, which is something I believe in and have tried to practice. I am well aware of the practical problems. I do not think that I could go downtown tomorrow and run a bank, and I suspect any bank president would find that he had a little to learn about being Deputy Treasurer of Ontario. However, we must be prepared for greater movement of people and less rigorous definition of what constitutes "formal preparation for the job." Again, I believe there is a lesson in this for universities in terms of the type of graduate they should be producing. I suspect, more and more, that our society will require people who are skilled in the arts of life and not solely occupationally trained. Nor am I referring to the commonplace distinction between the theoretical and the practical. Rather I am thinking of the difference between flexibility and adaptability on one side, and narrowness and confinement on the other.

Now, Mr. Chairman, where does all of this apply to the Union? I realize that you will wonder if I have mistaken the occasion by this dissertation on the role and character of the modern university. Well, I have spoken at length about the university, deliberately, in order to suggest the type of responsibilities which it bears today and the way in which it must equip itself to discharge those responsibilities. For ten years, I devoted a large part of my academic career to "the Union concept" because I believed it to be an essential part of the academic process. For the past ten years, I have observed daily the particular values which non-classroom education can bring to the work of government and to other institutions with which I am familiar. By the same token, we see all about us—whether in Watergate or in any area of institutional failure—the results of non-humanistic specialization and the unquestioning pursuit of technocratic excellence.

As a result, Mr. Chairman, I believe that a broad, generalist, humanistic education is not only essential today, but that our very survival may also depend upon it. I also believe that such an education is best achieved in a Union atmosphere, not as a substitute but as a supplement to the more esoteric life of the classroom or the laboratory. I believe that the Union also represents the ideal focal point for the interaction of town and gown, or the university and the broader community, about which much has been said but the achievement of which remains as elusive as ever. In the words of Ian Montague on the story of Hart House in the University of Toronto, it represents "an uncommon fellowship."

I am not equipped to translate those general responsibilities into working rules and general guidelines for the Union. I have no doubt that you can undertake that assignment based on your faith in the concept and on the product of your collective experience during the seminars which are to follow. However, I hope that, as one who has lived a collegiate type of university life, as one who has since been enmeshed in some of the seemier side of the outside world, and as one who is now about to return to the academic community, my general philosophy will encourage you to pursue those goals in concrete form.

Now, I have reached my limits and should really say no more. Recently, I read an interview in the Manchester Guardian Weekly with young Winston Churchill, the grandson of the great. Asked whether his name had been a help, he replied: "I've never found it any liability, except when it comes to being bashed over the head in Chicago." It appears that Mr. Churchill was in Chicago in 1968 as a reporter covering the Democratic Convention and was frisked, beaten up, and pushed by a policeman over a 15-foot parapet onto an underpass. It is true that he had made the mistake of behaving like an English gentleman in saying to one policeman: "What's your number?" The policeman had also enquired who he thought he was. "I told him", he said. "That of course was a great mistake."

Mr. Chairman, I have the impression that it would be a great mistake for me to speak further today, beyond wishing you all Godspeed in pursuit of your beliefs and values which the Union concept is uniquely equipped to provide to the modern university in the nuclear age.

The Union and the Curriculum

Carole Hennessy

State University of New York at Buffalo

Barbara B. Slater

State University of New York at Stony Brook

John Wong

Virginia Commonwealth University

In his final report of the Carnegie Commission on Higher Education, Clark Kerr mentioned the *survival mentality* which permeates all of higher education today. Both the will and the ability of educational institutions to survive in the face of financial crises brought on by declining enrollments and spiraling costs of operation are being challenged. As part of the total educational enterprise, unions are no less involved in survival and they must aggressively assert their educational function or be in peril of losing their identity as a viable educational force on campus. And unless there is an educational justification for the union's existence, there is no justification for its existence at all.

What is the response of the union to today's educational challenges? In a period of budgetary rollbacks and other operating economies, the academic officers have introduced far-reaching curriculum reforms and innovations as a means of encouraging non-traditional students to enroll. Many time-shortened degree programs now available to many non-traditional students have the effect of changing the character of student bodies everywhere. What implications does this hold for the union?

While slow in responding, there are indications that unions are beginning to recognize the need for providing their own accomodations to a changed education scene. Curriculum-related short courses are offered by unions throughout the country and there is some evidence that many of these mini-courses are beginning to serve as proving grounds for credit programs. Union staff and facilities are beginning to serve as resources for "Bulletin Board" courses offered for credit. Short term in duration but having the approval of curriculum committees and receiving full accreditation, these courses often involve union staff either as faculty or co-sponsors. In a more concrete fashion, at least one experimental college has commited itself to experimental learning in granting a baccalaureate degree for union study. The union serves as a laboratory for learning.

Programs and approaches such as these begin to suggest the act of sincere and thoughtfully conceived engagement in the educational process. Engagement implies genuine involvement in the process of learning and must be distinguished from desultory participation and token effort. If the service function of a union takes precedence over its educational mission, the prime raison d'entre is lacking and there is, in fact, no true justification for the union's existence. Union staff must be engaged in the total educational enterprise as full partners in conception, implementation, and evaluation of union-related curriculum content. To do less abdicates both a responsibility and an obligation.

Carole Hennessy

College unions have unique and untapped potentials in the area of curriculum development within institutions of higher education. While the unions traditionally have been involved with, and responsible for, the extraand co-curricular activities of their respective institutions; a new relationship is slowily beginning to develop with regard to the union and the curriculum on some campuses.

One factor which has contributed to this new relationship at SUNY/Buffalo, is the development of a high degree of sophistication in union operations, management, and activities programming. More importantly, students are taking on tremendous responsibilities with regard to these aspects. They are in control of vast sums of money, and are responsible for a major amount of the activities programming. The members of the professional staff, while still being involved in management and programming, are finding themselves more frequently in the consultant role. It is becoming increasingly apparent that students are in need of acquiring skills that they are not obtaining in the classroom, or elsewhere, to adequately serve in their various union positions. The response to this need has been the development of the course *Problems in Student Activities* by members of the Norton Union staff, on a credit-bearing basis through a university structure called Bulletin Board Courses.

In 1968, Bulletin Board Courses were designed to allow students and faculty to initiate and participate in courses they would like to see offered which were not available elsewhere in the university. This structure still exists and is governed by the Division of Undergraduate Education Curriculum Committee. If a particular area of instruction can only be covered by a qualified person, who is not a teaching member of the university community (which is the case in my situation), a regular faculty member must take on the full responsibility for the academic supervision and procedures of such a course. While I served as an instructor for *Problems in Student Activities*, the Assistant Vice President for Student Affairs served as the faculty member taking full responsibility for the course. Only one policy presents a problem. A Bulletin Board Course will be approved for one semester, for a maximum of three semesters. The program was designed for the purposes of experimentation, with the expectation that a course would be absorbed by a department or college. This will be our next goal—to obtain recognition at the departmental or collegiate level, which presently appears to be a realistic and obtainable one. The course objectives are to understand how the extra and co-curricular activities relate to the curriculum, to examine the organizational structure of student activities, to examine interand intra-organizational activities, to examine the development of student activities, and attempt to predict future trends. The rationale for the course as stated to the curriculum committee reads:

> *The State University of New York at Buffalo has developed a high degree of sophisticiation in student activities. Many of those structures are in a state of flux and transition from being ad hoc organizations to being multi-phase structures with complex duties and functions. There is no doubt that the multitude of extra and co-curricular activities on our campus contribute not only to the students' life outside the classroom, but also to his activities inside the classroom, and in fact, help to mold his educational goals as a whole. This proposed teaching-learning experience is worthy of academic pursuit because the type, quality, and the manner in which student activities are presented have a profound affect on academic life. This course will give students a means whereby they will be better able to evaluate the need, the method of delivery, and structure for delivery for extra and co-curricular activities.*

The course itself has an extensive reading list which includes the following topics: Where Colleges Fail, The Structure and Dynamics of Organizations and Groups, Leadership and Social Change, Readings in Group Development, Values and Organizations, and Leadership and Social Change. Class time was used for guest speakers, excursions to other unions, class presentations, and discussing current problems and issues as they happened on campus. The course received a very postive evaluation by the students, and they all seemed to find it a valuable and worthwhile educational experience.

My own experience teaching the course was rewarding and personally satisfying. It was also valuable with regard to my access and exposure to current student problems as they were occurring on campus. Lines of communication were immediate and direct between students and staff. An important discovery, however, was the potential the union carried in the area of curriculum development. Skills in managing and developing student activities are not the only skills that students have not been traditionally learning in the classroom. Academic pursuits might also be attempted in leadership, financing, budgeting, organizational development, student culture, the arts, current issues, and an additional variety of topics which lend themselves to offering "maximum opportunity for self-realization and for growth in individual compentency and group effectiveness." The goal being "the development of persons as well as intellects." (Taken from the Role Statement of ACU-I).

The idea of union staff and/or the union being involved with the curriculum of the college or university is a non-traditional concept. Some may question the appropriatness of the union taking such a direction; after all, services and offerings of the union have traditionally been part of students' spare time and on a voluntary basis with regard to their participation. Should students earn credit for such pursuits?

I think it quite appropriate, for the following reasons. Offering credit-bearing courses is a positive response to the non-traditional students including minority groups, handicapped, veterans, mature students seeking re-education or returning to take advantage of opportunities that were not available when they were younger, increasing numbers of women, and married students. Many of these students do not have spare time for voluntary participation because some have all they can do to adjust to the university environment, while others have additional responsibilities with families, full-time jobs, etc. With the increasing costs of education, finances are a problem for an increasing number of students. More students are finding it necessary to maintain part-time jobs. I think students' availability for voluntary participation is on the decline, and yet having the opportunity to acquire some of the skills and experiences which the extra and co-curricular have traditionally made available, may be valuable aspects of one's educational experience. Why exclude these increasing number of individuals from taking advantage of what the union offers with this regard?

Future life styles will be dominated by rapidly changing and transient relationships and will demand that one effectively be able to move in and out of these individual and group relationships with ease and competence for healthy survival personally, socially, educationally and vocationally. The methods needed to acquire the necessary skills will be placed at a high priority. The union is in a prime position to recognize this and to lead in the development of programs, curricular and extra-curricular, to satisfy the need.

One final comment, I do not think the union's role with relation to the curriculum of the institution is to maintain the traditions of the classroom as past models have exemplified, nor must it be a duplication of that effort. But rather, it should be an attempt to deliver new areas of academic pursuit using , challenging, stimulating and rewarding methods and techniques in the endeavor to provide today's students with enriching and worthwhile educational experiences.

Barbara B. Slater

When I read these words spoken by the Chancellor of Oxford University at the Oxford Union Jubilee back in 1873 I knew I had discovered one of those things that hasn't changed in over 100 years: "I believe there is no educational instrument so valuable to the large class of students as the Union Society; yet is is a voluntary association which has never received any sanction or recognition from the University; indeed in a certain portion of its career it has received that gentle stimulus which is always given to any English institution by the disapproval of those in authority."

While an attitude of disapproval could be somewhat uncomfortable if we allowed it to be so, it's not really a serious impediment to the important work of the union professional. However, it does seem to me that many of our achievements and successes do happen to result from slight deviations from the norm, the expected, the approved. How else can we be inventive? Just because there seems to be a reluctance on the part of the university to view the union as a legitimate educational force, that doesn't mean we are not. Nor should it suggest that we cease being just that. Somehow I cannot help but feel that this is the case on my home campus. And while there are times I regret the fact that faculty and administrators do not seem to care enough about what the union achieves, I must admit I am also secretly gleeful. Because they don't recognize what a potent force we can become, they leave us alone to *play*. While they continue in their fantasy we are free to continue in our reality of commitment to experimentation and innovation. Clearly, we are the ones who most often personify vitality, determination and a sense of fun through responsible and creative action. Can you identify any other single place on the campus, indeed, in society, where a student of any age can learn what he chooses at his own pace. Where a person can explore who he is, what he may choose to become, a place where he can study—his books, his relations to others, his propensity for crafts, his skill in governance, and much more. The union is the place which engages the person beyond the courses in the curriculum he has chosen to take. But where does a person take the curriculum? What is the curriculum?

According to Webster, the curriculum is simply the collection of all courses of study in a school or university. Since I am one of those people who never leave things well enough alone, I choose to expand that definition to include all the experiences that contribute to the growth of the individual's intellectual, cultural, emotional and physical capacities. I suggest that a collection of courses "To be taken" are only a part of the curriculum and that experiences to be *engaged in* and explored must be included. They are not extra-curricular. The key word here is "engagement" and it is to that end that I present my opinions, ideas and questions.

When my staff and I sat together to brainstorm ideas for the non-credit course program we were to call *Workshop* we knew we wanted to provide opportunities not only for students, but also for the staff, faculty, and community. We wanted to attract people of all ages because we believe that when we learn and work together, the boundaries that separate us begin to break down. One problem we had to face is a campus reputation that tends to keep people away. The notions that the campus green is flooded with Nobel Laureates, artists and musicians of fame, scientists and philosophers of renown, to say nothing of the strange and wonderful myth attached to our students, all tend to contribute to a reluctance on the part of the town to engage with us. So we aimed at developing an atmosphere where people would feel comfortable. We sought instructors who were students with special expertise, community business people, local craftspersons, staff and others who had a particular talent they wanted to share and teach to others. Our goal at the outset was to offer a dozen workshops. Soon this expanded to 25. The momentum built. We finally offered over 40 sections of workshops to more than 700 registrants, 35% of them from the community. The first program was largely crafts oriented, and remains so today although we recognize strong interest in the area of recreational life.

Philip Slater in his book *The Pursuit of Loneliness* analyzes how our secondary yearnings—our desires for engagement and community—have been frustrated by American society. He points the accusing finger at our extraordinary spectatorship as the source of this frustration. One of the obvious solutions to this problem was to provide opportunities for people to engage in positive, shared experiences. While this was not our stated intent for developing *Workshops*, it was precisely the reason. We could of course speak of the lofty goal of integrating the congnitive and non-cognitive aspects of learning, but the real purpose was engagement of person with person, person with discovery, person with creative experience, person with actualization.

For the first time, in this our third semester of *Workshops*, we have sought the assistance of other departments in our program. One of our art workshops, evolved through cooperation with the Art Department. The Physical Education Department fit our dance workshop into their heavily booked facility, and we are also utilizing space in one of the dormitory cafeterias for teaching a martial art. We are engaging others in our curriculum.

Many of you are now offering workshops, informal classes and non-credit courses. Some of you may even be offering credit courses. How are you engaging others, as teachers, as resources, in your program? Who are these others? How do you utilize the physical space within your own boundaries, and without? What, in fact, are your interior and exterior resources? What are your community resources? Do you go into the community if they are reluctant to come to you. Do you reach-out? Make the extra effort? Engage others?

When our union was finally ready for occupancy in February of 1970, it was viewed as the place where everyone could get together. Everyone, that is, if you were a student. Faculty presence was scorned in the early days. It is quite possible that no one realized the potential vitality this building would house and nurture. But even more than this, no one really knew that unions and union professionals have a mission. No one knew then. Very few know now. We have a job to do. We must educate, inform, engage others in our mission.

We can engage others by structuring weekly colloquia dealing with the college union idea. There are talented, energetic people on our campuses who do not know that they too could become a college union professional. I want those people to know who we are and what we can accomplish. I want talented and committed people as colleagues in my important work. I am not here and now describing the structure and content of the colloquia. We might pursue this together later. I am simply proposing that we do it.

The union staff must engage personally in the scheme of the university. One third of our universities grant faculty status to our profession. Two thirds do not. What of that? We can still be effective change agents if we care to. And if we care to, I suggest involvement by every staff member on at least one major university committee.

The Fund for the Improvement of Post Secondary Education supports experimental educational programs. There may be some such projects thusly funded on your campus. Locate them. Associate yourselves with these efforts. Participate in some way in their growth. There is such a program on the Stony Brook campus, called "Youth and Community Studies." It aims to provide students with an intrinsically valid education by closely relating concepts and ideas about the qualities, development and problems of communities to the experience, skills and involvement the student can acquire by studying and working in actual communities.

The program utilizes the resource of faculty and staff volunteers who wish to work in the role of preceptor, or mentor, if your will, with students on their specific projects. I am so engaged with a member of the union staff who is a student in the program. Her project is threefold; her goals are threefold:

...To begin intergrating the Union into the intellectual and academic spheres of the university

...To raise ideas and questions among the faculty, students, staff and surrounding community regarding the philosophical concepts of the college union and what the Stony Brook Union in particular could become.

...To combine our efforts and resources to create the union as the life/learning center of the university community.

Identify people in other sectors of the campus community who share your concerns or each others concerns. Extend your associations to include those with ideas. While you personally may not have the time to participate in yet another project, you can still fulfill the critical role of catalyst by bringing together the two or three people who have expressed their mutual concern about the need, say, for a community resource center for women, or a beefed-up career information program, or the improvement of the campus environment. We are in the best position to draw the concerned ones together. More can be accomplished through engagement than through isolated attempts at doing your own thing. Collective concern. Collective action.

With the decline and disappearance in the late sixties of specific undergraduate university-wide requirements, new modes of flexibility were introduced on our campuses. Increases in experimentation with self-paced learning, the use of the computer, special freshmen seminars, and the extension and refinement of field work have appeared within a variety of undergraduate contexts. More and more students are able to create and produce projects beyond the traditional structures. The union is a place where sociological studies, artistic endeavors and management issues can be explored and developed. We can, and should, encourage and assist the creation of independent studies projects through the union.

I have no doubt that unions can be at the forefront of change. However, I do not advance change for its own sake. I don't know about your campus but I do know about mine. You can always depend on the union people. We know that whatever the task, it will always depend on the union people. We know that whatever the task, it will always be accomplished. We know that when hustle is needed the union people respond. But why hustle? The task will still be accomplished. I am no longer concerned with that. What I am concerned with now is substance. I assume you can all relate to hustle. I know you can all relate to substance although it will mean something different to each of you. I simply propose we engage our energies in substance rather than hustle. We might attend to that matter here, today and with our respective staffs later when we return to our home campuses.

John Wong

The prospect of discussing the relationship of the educational process to the existence of the union is always rather intimidating. I think this not because I feel that there is no educational purpose to our unions nor because I feel that my colleagues are incapable of articulating our *raison d'etre* —our reason for being. I voice this concern because it is so easy to take our purposes and our importance for granted. For isn't it true that we are an essential part of the campus? And if we were not an educational adjunct to the classroom, what would have justified the construction of a multi-million dollar building on the campus? Indeed, what would prompt the assessment of additional fees from the students for programs and for building amortization? Or funding from legislative or other sources.

Thus, the problem does not come out of our inability to voice our educational legitimacy but rather out of the fact of our existence. Whatever our origins, however long our existence on campus, it has never been a question of whether we should be a part of higher education. It has simply been a question of how we can make our buildings bigger and better, how we can improve our programs in order to make them more relevant. In other words, our thrust has been in the direction of better public relations rather than educational justification.

Now, in the long and exemplary history of our unions, we are faced with another kind of dilemma. The glory days of unions that required no justification are possibly behind us. The day of unquestionablle need for unions has passed. There are more unions languishing on drawing boards and in dormant committees than there are under construction. The question today is not whether a new union or a large union is to be built but whether the campus or the school is going to exist. With enrollments dwindling, educational dollars being diverted to other societal needs, priorities (national and local) being reassessed and reordered, educational innovations being instituted which have the net effect of dispersing student bodies rather than drawing together a common community of scholars and would-be scholars, it is mandatory that we, the union professional, take a long and hard look at the purposeful role of the union and determine whether our unions, as we have known them, can continue to serve their traditional role.

My thesis is obvious as to be simple. It states that: unless there is an educational justification for the existence of a union on campus, there is no justification for it at all.

For too long, the union has been regarded as an extra-curricular enterprise with emphasis on the "extra" character of its services and its programs. Since the union is synonymous with extra-class life and purports to enhance informal learning and creative use of leisure time, the union runs the risk of being regarded as something less than a "cooperative factor with study in education."

It is time to remind the doubters among us that since the founding of the first unions at Cambridge and Oxford in the late 19th century, the role of the union has stressed relationships between classroom acquired knowledge and the wisdom acquired in debate with peers in the union. It has been said that the path to Parliament led through the Cambridge and Oxford unions. And while Mario Savio and Berkely might be thought to be the originators of the Free Speech Movement, its percursors may be found in the debates of the old unions a century or more ago.

In other words, the relationship between the union and the curriculum was established a long time ago. Today's unions are simply a variation on a theme—a theme which has undergone changes in style and emphasis, but not in its central purpose.

If anything, today's union has enlarged on a theme and recognizes even better its obligations to the greater community and society at large. Where the old unions' dialogues were conducted with and for campus peers, today's unions have adopted a global view and actively solicit outside point of view. Ours is a communiversity emphasis which both acknowledges and exploits the fact that unions are a part *of* the community, not a part *from* it.

The spirit of the egalitarianism growing out of the profound and dramatic confrontations of the sixties has found substance and expression in new legislation and changed social and economic mores. Equal opportunities and affirmative programs are manifestations of a concern too long submerged and, having surfaced, now find their value threatened by the financial exigencies facing all of eduation. As noted by Clark Power in his final report of the Carnegie Commission on Higher Education, the *survival mentality* is the single most important, and realistic, outlook facing higher education today.

Survivalism is the name of the game. Management by objectives, reordered priorities, retrenchment—are today's realities. Unless unions can reassert their educational priorities with leadership provided by professional staff, their essential role will be subsumed. An educational corollary will become an auxiliary service by default.

It is not my purpose to be a doomsday prophet. I do not say that all is lost and that we had better head for the hills. But I do say, and without contradiction, I hope, that it is time for us to view our status in higher education today in a more realistic and dispassionate, more objective, fashion. With changes occurring everyday that will affect the very existence of some of our academic institutions, let alone our unions, we must begin to adopt the long view. We cannot rest on our laurels when it is not a case of whether our unions serve a purpose but whether universities will survive.

In a real sense, many of our institutions have brought these problems on themselves due to lack of foresight, unplanned growth, dependence on external financing, and the like. But I speak also of those institutions which are not phasing themselves out or declared themselves out of the ball game. I think of institutions that have not yet thrown in the towel and, instead, are going through a period of retrenchment and determining where their priorities should lie. I think of those schools that ask "How can we establish a strong and stable financial base and still meet the burgeoning educational needs of a society in flux? How can we meet our obligations to those seeking a higher education without sacrificing quality in either content or instruction?"

A corollary to these questions affecting all of higher education would be other questions involving the union and its stake in the educational processes of the not-too-distant future. Will the traditional union have a functional role in the changed university? Will the integrity of the union be compromised in order to fit the demands of 1984 and beyond? Where and how is the educational content of the union's programs, processes, and faciltites going to be best employed to serve the needs of the future? What form will this take?

I submit to you that many forward looking institutions—and many unions at these institutions—are already anticipating the demands and have introduced innovative and experimental programs as at least a partial response to a rapidly changing society and its unique needs.

We have seen experimental colleges which do not have core curricula but encourage their students to develop their own programs of study. We see students who contract with a committee of their own choosing to pursue a specific program of study in research programs which aim at satisfaction of goals leading to relevant objectives. We see universities without walls which offer opportunities for people to pursue college studies at home or at any number of institutions so that they will not be required to quit their jobs or abandon their responsibilites to families. We see special programs developed for high potential—high risk students which offer special remedial and tutorial assistance in order to enhance their degree objectives. We see programs provided for inmates of penal institutions where inmates are either taught in prison or, in some cases, honor inmates are permitted to travel to campus to attend classes. More recent programs have offered 3-2 approaches wherein the last few years of high school and the first two years of college are combined into one program so as to encourage a developmental process.

This is not to say that our union leaderhip is not aware of the need for educational innovations, program or otherwise. Many unions have already introduced mini (short) courses and have co-sponsored or initiated special courses, long and short-term for credit. In addition, there is evidence that union staffs and facilities are cooperative partners with faculty and academic departments in providing leadership and supervision in independent study programs and projects. Within the experimental college concept, at least one institution has awarded a baccalaureate degree for union study. Union personnel have served both as faculty and advisors to students who have chosen to use the union and its structures as laboratories or resources—on both the undergraduate and graduate levels.

And yet, the changing educational scene has not realized the potential of the union as a full partner in the educational enterprise. A recent issue of *The Chronicle of Higher Education* (February 25, 1974) listed 260 colleges and universities that offered time-shortened degree programs. Among the innovations available to assist students, young and old, in accelerating degree attainment were: credit by examination, contract, challenge examinations, revised curriculum, modified calendar, independent study, advanced placement, summer study, overload, univeristy without walls, correspondence courses, early admission, concurrent enrollment with high school and community colleges, combined masters and bachelors programs, self-pacing by students, external degree programs, credit for life experience, and credit for courses in the military.

These are all programs which have recognized the changing character and needs of a society whose modes and temper are both pragmatic and eclectic. But what has the union done in this time? What are the implications for union involvement in and with the singularly attractive programs? Will the union's role be augmentative or supplemental? Indeed, might the union role be innovative in itself? Will the union lead or follow?

The facts seem to dictate that the union has followed the lead set by others. Its role has been both augmentative and supplemental. But in its haste to follow a lead set by others, the union may have overlooked its most unique contribution in the learning, and therefore the educational, arena. The Role Statement of ACU–I states that the unions "in all its processes...encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual competency and group effectiveness. Its goal is the development of persons as well as intellects." And it is in the very area of processes involved in attaining these skills that fundamental learning takes place most cogently. And surprisingly enough, it is in the union that it has been claimed that such learning occurs naturally.

To claim that such learning takes place "naturally" is to beg the question. Natural learning has not occurred if it cannot be demonstrated. How has this been so demonstrated? It has been suggested that rather than making claims for informal learning, the union professionals must begin to formalize techniques, training, and program offerings so as to maximize the learning potentials that exist within the union's walls. As higher education has had to reorder its priorities in order to meet the financial challenge, so the unions must assess their own status and determine their own priorities. And the highest priority must be their educational function. To reiterate, our purpose has remained unchanged. As with the earliest unions, today's union retains its essential role as an informal learning vehicle—but with variations. The public served by the union has changed in character and temperament.

The time-shortened degree programs mentioned earlier almost all suggest the character and demography of a substantial number of today's students. They are older, feel a sense of urgency about completing their degree requirements as quickly as possible, and in many cases, are contemplating a change in careers or goals. Thus, in addition to planning programs and services for a typical college-age student body whose interests and values have undergone substantive changes, it is now necessary to plan for a student body that includes within it an increased number of part-time day-time students (as constrasted with the traditional evening student) whose interests in programs are more specific. Many are older and possibly married. Their free time will be limited and it is surmised that typical union programs will have limited appeal.

There are vast implications for the composition of future program boards and other planning groups. Is it expected that boards having members who reflect the typical college students' ages and interests will be able to plan appropriately for students who may be old enough to be their parents? Will there be a union of all students? Or will there be two distinct student bodies, each having its own likes and dislikes? It is a puzzlement. It is almost too much now for the typical undergraduate program board to plan adequately for graduate and married students.

With declining birth rates, fewer marriages, and more divorces—especially in the under-25 age group, what does this suggest for future student bodies? The open-admissions programs at so many collegs have already altered curricula, academic and personnel services, and campus mores. Will this phenomenon necessitate changes and accomodations?

The present financial crisis facing higher education mandates that the role of the union be scrutinized—especially its educational functions, if unions are not to be converted into service stations. But even more importantly, close and immediate attention must be given to programs and services directed toward a different type of student body—a day-time student body that will be a combination of community (or two-year) college students, evening students, and graduate students.

Earlier, it was mentioned that the union would have to provide the augmentative and supplemental function but that it must also assert a greater leadership role in recognizing, developing, and implementing innovative programs and services to meet the needs of a changing society—on and off campus.

To augment means to add to what is at hand. To supplement means to add to what is at hand in order to correct a deficiency. This is to suggest that it is not necessary—or even desirable—to scrap everything that has been done in programming and services. *But is most certainly suggested that what is now will not be enough.* Lastly, the unions must take a more aggressive stance in initiating and carrying to fruition those programs and services that it is in a unique position to formalize—programs that will make full use of both personnel and facilities resources. It is not enough to talk about unions being "a laboratory for citizenship." Plans and programs must be formalized that will both augment and supplement the curriculum.

My colleagues and I hope to present a few representative samples of the type of thinking that some institutions and some union have developed. They are neither all-inclusive nor mutually exclusive. They are indications that educational innovations can and must take place in the union as well as in the hallowed halls of academia. In presenting these discussions, it is hoped that it will bring home the relationship which does in fact exist between the curriculum and the union. It is our way of saying that union staff must conceptualize, then develop syllabi that identify and make full use of talents and facilities which are inherent in the union. We also stress that we must no longer be an educational adjunct or an appendage to the educational corpus. We maintain that unions must be an educational entity in their own right.

Jeanne M. Keller

Rutgers University

The institution of an experimental college within the University of Minnesota is based upon the recognition by many students, faculty and administrators that the University does not, for all its merits, respond adequately to many educational aspirations, and that new directions need to be sought. We propose a college dedicated to experimentation, freedom and individual responsibility for one's education and knowledge. (from *Experimental College proposal,* April 1971)

The Experimental College at the University of Minnesota is in its fourth year. The original proposal called for admission by lottery, a guidance committee composed of Experimental College students and staff to advise the student and a graduation committee to approve the student's contract for graduation and evaluate his/her progress. In addition to completing one's contract, a student is responsible for fulfilling 13 criteria for graduation. Although the structure of the College has changed somewhat, the goals and criteria for evaluating have remained.

Following are seven of the 13 criteria which are directly related to our work as union professionals:

A. Ability to reason and discourse critically and analytically. (leadership training with student organizations)

B. Ability to intergrate diverse fields of knowledge. (cooperation between programming committees, students applying classroom work with job in union, board work)

C. Originality and creativity in one's work. (programming, dealing with budget cuts, helping to build a sense of community on campus)

D. Knowledge of the social consequences and responsibilities of one's area of study. (helping others to discover/rediscover their values and deal with them)

E. Have a cross-cultural experience involving significant interaction with persons having differing world views as the result of age, ethnic background, poverty, career, incarceration, etc. (building community within the institution and with the larger community by breaking down stereotypes through informal discussions, seminars, joint bag lunches, etc.)

F. Teach someone something. (informal courses, quality job training)

G. Participate in the evolution of structures allowing members of Experimental College to work effectively as a group without sacrificing respect for individual dignity or rights. (leadership training, student work crews, staff relations)

Each of the above criteria are appropriate to use in evaluating whether unions are helping to fulfill the educational role they serve on campus.

For too long union staff have assumed that because a program or union board exists, students are employed in the union, and students, faculty and staff can come to programs and interact, the union is fulfilling its educational role. Given present budget cuts and greater emphasis on accountability, unions can no longer make such assumptions. We must take steps to insure that we really are doing what we say we are.

The criteria used by the Experimental College are areas we might use to start the evaluation process in the union.

The Expansion of the College Union Staff's Human Potential

Jack Allen

University of Connecticut

The notion of human potential is as old as recorded civilization. Throughout human history men and women have sought in a variety of ways (profound and foolish) to identify human potential and discover ways to achieve it. The history of religion is a universal experience of ways to identify the holy and the good and to outline the steps which lead to salvation. The history of philosophy since the Greeks has had as one of its important goals the definition of the good, the question of the nature and destiny of man and the ingredients of the ethical potential of human beings. I could talk at length about the roots of the human potential movement in religion and philosophy but let me focus on psychology from which it directly emerged.

It is now quite common to talk about three forces in psychology. There is a psycho-analytic strand of psychology beginning with Freud and the variations within the Freudian school. There is also behavioristic psychology and experimental psychology and what is most frequently identified with academic psychology and the scientific method of measuring behavior. That's the second force in psychology. Humanistic psychology is the third force in psychology—and concerns itself with people in the humanness, rather than defined by a medical model such as in the case of psycho-analysis or the behavioristic terms of much of academic psychology. Humanistic psychology deals with the beginning of models which view problems of living as difficulties in relating and communicating and has made a marked shift toward looking at positive aspects of personality and living. Freud's famous statement, "much has been accomplished if we can change neurotic miseries into common unhappiness", is no longer sufficient for most therapists or for people seeking help. With men like Maslow, Perls, Rogers, Jourard, Berne, Lewin and others, the use of words like intimacy, enhancement, awareness enter in to describe what we wish for ourselves and for others. Much of the theory and practice utilized in human potential movement comes from the works of these men. It is by no means restricited to them. The movement is broad and very diversified, with a variety of approaches and emphases. I have sometimes likened the human potential movement to what went on in the 16th and 17th centuries with the Protestant Reformation and the outbursts of energy in that reformation bringing many denominations and many roads to salvation So is it in the human potential movement. There is a variety of styles, a variety of focuses, different kinds of baptism, and rights of passage. Many people approach the human potential movement the same way they approached religion. To find a better life, to find out about my own human potential and my own ways of being a better, deeper and decent human being.

If we think of the differences between our intellect, emotions and our body we can begin to identify some of the differences among the various approaches within the human potential movement in terms of the relative emphasis placed upon these three human factors. Structural integration is a therapy focusing almost exclusively upon the body. Its founder, Ida Rolf, maintains that if the physical structure is integrated, then the psyche is also integrated. The work itself is a series of ten one-hour sessions which systematically seeks to unwind and free the muscles, decompensate previous compensations, and integrate the total structure. The more common focus is at the other end where we emphasize the feelings and emotions of the here and now. Personal growth is seen as a process of bringing people into touch with their present-centered feelings and awareness. There are some in the human relation-training field who place more emphasis upon the rational process. Albert Ellis, for example, calls his therapy rational-emotive therapy with more of a focus on people's ideas and beliefs than any of these others. I would also place transactional analysis in the rational-emotive as well. Eric Berne's highly structured rational system lends itself most readily to a teaching situation, but the best practitioners of T.A. often combine it with other experience-based growth methods. Much more could be said about these and other approaches such as Gestalt Therapy, Psychosynthesis, Primal Scream Therapy, et. al. Let this suffice to point out what a wide umbrella the human potential movement is and illustrate some of the styles and variety of approaches which exist in it.

Much of the movement began in the middle or late 50's. In 1955 a group of people around the Boston area wanted to start a human potential center and these men formed what is now known as National Training Laboratories in Bethel, Maine, where thousands of workshops have been run year after year for thousands of people. In 1961 Esalen was established on the west coast as a center for Experimentation and Education in the affective dimension. In both instances these growth centers were established in an effort to balance the verbal rational orientation of existing institutions. The men who founded these organizations all came out of academia. Many of them came out of the psycho-analytic strand of psycho-therapy. And all of them had their roots in academic life to some extent, if not totally. Their decision said, in effect, that academia is not making it; it is not meeting the needs of people. Since these beginning centers on the east and west coast there has been a burgeoning of growth centers, the exact number of which is now very difficult to determine I've been living in Buffalo for over a year and in that year I have constantly heard of new centers or new approaches, new groups trying to do various things which can be labeled human potential and human growth. As a matter of fact, it was only recently that I met Jean Rindge who was connected with the Human Dimensions Institute which is one of the growth centers and I think was one of the first in the Buffalo area.

What are some of the factors in the emergence of growth centers? One thing I think we can say is that education as we know it in the United States does not, as a rule, put people in growthful contact with one another. Fuller interpersonal living is not ordinarily the fruit of years of formal education. Let me repeat that. *Fuller interpersonal living is not ordinarily the fruit of years of formal education*. Groups are remedial in this sense, and provide a dimension to education missing from much of education. Feelings of alienation from ourselves and others have characterized a great many contemporary lives. An increasing mobile society has kept people moving from established friendships. Think of how many fiends you've left behind, and the number of new ones you've made through your lives. This is accompained by a loss of intimacy between human beings, a fracturing of human relationships and also the general breakdown of traditional structures, institutions and values which has created a vacuum which seeks to be filled at the personal, social and institutional level. Quite apart from these factors, is the realization that we have more potential than we're experiencing in our lives. We are capable of more love, more genuine intimacy, more awareness of ourselves and others in our world, capable of living more fully than we are now experiencing. Many people ask questions about the human potential movement. And I've tried to put in a summary statement trying to put the movement in perspective and hope man's ultimate road to salvation, as some of us claim, nor is it the enemy which some of its adversaries warn. It is one instrument in the armament of human growth.

If time had permitted I would like to have talked about a number of important concepts which underlie some of the basic assumptions groups often work with. Let me talk about one of these which I believe relevant to us all. One of the key concepts that Fritz Perls, the father of Gestalt therapy, gave to us is the notion of unfinished situations. Most of us live with a great deal of unfinished situations and business in our lives. Fortunately, most of us have a large capacity for tolerating this business in the course of living one is fated to be left with a goodly number. Although we may have a capacity to tolerate these unfinished situations these incompleted directions do seek closure, and when they become powerful enough, the individual is beset with a good amount of self-defeating behavior.

Unfinished business with powerful consequences began for most of us when we were children. Anger, fears, anguish and rage which went unexpressed because no permission existed for them may continue to function very negatively for us in the present. Never having told one's parents how you felt, how much you loved or how much you feared and resented can leave you with a great deal of dissatisfaction, with living in the present. We not only have unfinished business from our childhood experiences. In our personal relationships, the demands our work places upon us, the flow of our technological society all contribute to our unfinished stuff. How many times since being at this conference have you thought back on what is sitting on your desk waiting to be finished? Unfinished situations can pile up on us and when they are powerful enough can gnaw away at us.

The work loads which many of us carry cause a good many unfinished situations to build up at home particularly if we are married. For many a struggle between work and family ensues. A struggle between taking care of the unfinished business with my wife and children verses the demands that my work places upon me. Our times, our culture, our lifestyles, are placing and making it easy for unfinished business to accumulate. Some examples of powerful unfinished business are feelings of rage, grief, anger or sadness which may be going unexpressed. The failure to genuinely have mourned the loss of a loved person, the failure to really have grieved over a broken marriage, the inability to be able to experience what we normally call negative emotions which are in fact very normal feelings. The point is that the unfinished situation is not out there someplace; it is inside our skins, it is on our conscience, it is affecting our emotional life—our contact with the environment, ourselves and other human beings.

Resentments are the most common and important kinds of unfinished situations. We have resentments about not being able to express anger, feel sadness, fully experience the love we feel; in short, being able to complete the situation of gestalt. Resentments also carry with them demands. Demands that they feel sorry or guilty, demands that they do something to remedy my resentment. As long as our situation remains unfinished we are in that cycle of guilt and resentment toward the other and oursleves. *The Last Angry Man*, a novel by Gerlad Green, dealt with this theme. Dr. Sam Abelman was someone who had it all together. When situations were unfinished, when he felt anger or frustration or affection he knew what to do with these feelings. Unlike many of us he knew how to express them effectively. If he had to operate and had something still hanging with a colleague or a friend, he would deal with his personal issue and complete it before seeing his patient. The implication for us is that the last angry many was also the last happy man.

Since our time has flown let us at least experience one kind of design which is used in many human growth centers and illustrates one type of growth exercise. One of the most basic needs we find is to help people get in touch with the now, what is being felt and experienced in the immediate moment. It's one of the most potent, pregnant and sometimes elusive principles. All the groups in the human potential movement of which I am aware place a very high emphasis upon present-centeredness. What is going on right now. Not rehearsing about what might be going on, not thinking about the past or anticipating the future—but, what's going on inside you right now.

Sit in your chair as comfortably as you can. Physically get yourself in a relaxed position. How many of you as you just tried to get yourself in to a relaxed position had realized that you were full of tension? You were feeling it in various places, in the small of your back, in your neck, in your legs. First of all, with your eyes open, focus on the external environment. Have you really looked at the room that your're in? Let your eyes roam around the room. While I was downstairs trying to cut this speech down, it had to be brought to my attention that I was sitting in this fantastic room with an enormous, gorgeous, beautiful chandellier. When I looked at it, I was just WOW! You looked around the room. Can you settle now on an object in the room or maybe on a person at random? Let your eyes fall at random and say to yourself about it, noting how distinctive the object is when we genuinely focus on it. Does your smell become any different? Do you now hear things you weren't hearing before? O.K. Will you now close your eyes? Concentrate on your body. Your bodily sensations. I would normally say start with your feet and work up, but try to concentrate on some part of your body that may be you originally felt tension in, but explore around various parts of your body as much as you can in the time that you have. Experiencing as much of those parts you're focusing on as you can. Now if you try this exercise another time, try very hard to distinguish between thinking about that part of your body and actually feeling that part. Many times you will say I'm thinking about my arm, where is it? There it is, but you really feel it. The purpose behind this exercise is to identify those parts of your body that you are out of touch with. To try and get back in touch with things that you have lost contact with that you can't feel any more. O.K. Last, we try to tune into your emotions. What are you feeling at this moment? Sometimes emotional responses will swell and recede in ways. Other times emotions will deepen and grow even more intense. Let them take you where they will. You try to get in touch with what you are feeling. One of the experiences particularly with negative emotions is, for example, if you get in touch with ills or jealously or resentment and letting it take you where it will. You will frequently help it to disappear. One of the ways we carry around unfinished situations is that we do not face the negative aspects of our feelings or personality and therefore, it stays with us to affect us negatively. The release of these will frequently release love and more positive emotions which are likely to become stronger. O.K.

Awareness in the human potential movement is one of the key phrases in the movement. Awareness is the spontaneous sensing of what arises in you. Of what you are doing, feeling, planning, and attention is paid to awareness not because awareness is the end-all of growth but *because awareness for many of us in western culture is where we are most deprived*. Being in touch with our bodies, being in touch with ourselves, being touch with our emotional side.

Jeanne Pontius Rinage

President and Executive Director

The Human Dimensions Institute

Our students are right—we are at the end of an age. We see about us seeds of its death—in the desecration of the life-sustaining environment, in the break-up of the social order, in the prophecies of the experts of doom who give us pehaps 30 years of remaining ecological life.

Less obvious perhaps, but more potent I believe, are the seeds of life. It is particularly important for those of us working with youth to recognize them, to nourish them properly, and to direct them so that they can flower into a new age—a new age characterized by perhaps limitless human potentials for personal, interpersonal and global harmony as well as for creative and productive powers.

To do this, we will have to let many old forms die. These include outmoded ways of thinking, narrow concepts of reality and limited notions of what human capacities actually are. I agree with our keynote speaker this afternoon who says that it is the task of education to push back the frontiers of knowledge. I would add also, the frontiers of human experience. It is up to us to discover the extent and the capacity of *humanness* and how best to utilize it.

As human beings we still are in the process of becoming. We are still evolving beings. If we have the courage and the imagination to accept developing possibilities—what may we have in store for us?

For the past seven years, the Human Dimensions Institute at Rosary Hill College has attempted to keep in touch with frontiers of human experience and scientific research which may point ways of human evolutionary development. As director of this institute, it has been my task to discriminate between the authentic and the fraudulent in the frontier areas of research and experience. I suggest that this will be your task, too, in the time ahead. You, too, as workers in college union, have opportunity to keep abreast of rapid changes and perhaps to assist your institutions to break out of restrictive ways of thinking and to be more open to new ways of thinking. This will require personal *home work* and discrimination—resisting the temptation to rely on *TIME* magazine or any other easy-out for the deliniation of your reality structure.

At our institute we have tried to do this by the importation of oustanding research scientists and scholars from all parts of the world—men and women who have distinguished themselves in established disciplines and then have had the courage to move into more controversial areas of speculation and research—men and women who have had the courage to put their prestige on the line for the sake of expanding knowledge and discovering truth. Over 33,000 persons have been exposed to lectures, workshops and courses by these authorities.

In the light of this experience, what do I think can happen in the time ahead? Let me make a few prophecies:

We will discover that we are not objects separated from each other by space, as our common sense seems to tell us. Rather, we we will begin to know and to experience that we are energy systems interacting with larger energy systems—the energy systems of the earth, the energy systems of the solar system and ultimately the one great energy system of the total universe. We will begin to understand physicists such as Heisenberg who claim that "the world no longer can be classified in groups of objects but only into groups of connections" and we will agree with others such as astronomer Fred Hoyle who says he now is forced to believe that "everything in the universe is connected with everything else—to some degree."

If this mind-boggling statement is true, and increasing numbers of scientists and scholars are so convinced, then we will have to alter our whole concept of reality. These interactions on physical levels, emotional levels, mental and spiritual levels are coming to be called "psychoenergetics".

Scientists are rapidly discovering that we are tuned-in to the universe in significant ways. For instance, the energies from solar flares or *sun spots* are found to affect certain diseases such as TB and heart disease which increase with the rise of sun spot activity. At the time of the full moon more beds are filled in mental hospitals (more *lunacy* ?) and, unknown as yet to most surgeons, an increase in post-operative hemorrhaging. If you have to have an operation, try to avoid the full moon period.

Changes in the magnetic field of the earth can decrease human reaction time as much as 40% which some scientists think may be one cause of plane accidents due to unexplained pilot error. The aeronautic industry has not yet caught up with this easily remedied scientific fact.

Negative ions in the air following thunder storms, near water falls, or even caused by a cold shower or stroking a short-haired dog, can increase a sense of well being, speed wound healing, and improve work capacity. Positive ions from electrostatic field changes, or from confinement in plastic clothing or metal enclosures can increase irritability and fatigue. When you or your students are having *one of those days*, it may be due to the inflow of positive ions. Especially so if accompanied by a negative magnetic field in your working space. Instruments are coming on the market which can correct all this.

Dr. John Ott, who developed time lapse photography for Walt Disney, is discovering a significant increase in hyperactivity among school children exposed to flourescent lighting accompanied by a danger of X-ray damage. Lack of full spectrum light, he finds, can cause many unsuspected health hazards and, in animals at least, reproductive changes. This is new and important research which should be followed by all educators.

We become aware of our *body clocks* when they get out of phase with earth rhythms when we jet abroad. This is just one indication that out rhythms and universal rhthms are all one interacting body of activities. As time passes, we will become increasingly aware of these interactions. There is increasing evidence that improved health may stem from energies transmitted to our physical bodies from fertile as opposed to depleted soils. This is one more energy system of which we have been insufficiently aware.

We may be on the verge of breakthroughs in the power to utilize the energy of mind. Our minds control matter every minute as we move muscles. No one knows exactly what the connection is between mind and nerve impulses, but it is there. The growing science of biofeedback is demonstrating that our minds can have far greater control over even our involuntary processes.

We can demonstrate with this simple instrument which picks up galvanic skin response. That is, an increase or decrease of moisture in the fingers to which the instrument is attached. With an increase of moisture, which indicates heigtened tension and emotion, a whistle is heard, a rising pitch indicative of increasing tension and emotion. Training consists of concentrating upon lowering the pitch to zero, which activity requires increasing relaxation, decreasing tension and emotional response. With other equipment, patients can learn to reduce the pain of migraine headaches, lower blood pressure, slow heart beat and alter states of consciousness. Drs. Elmer and Alyce Green at the Menninger Clinic are among the pioneers in biofeedback training.

More remarkable but less scientifically understandable are the growing number of reports, some scientifically validated under laboratory conditions of the power of the human mind to alter matter at a distance. The most dramatic is the work of an unusual young Israeli, Uri Geller, in whose presence remarkable phenomena take place. *TIME* magazine has attempted to discredit this young man although distinguished scientists such as those at the Stanford Research Institute (SRI) and others abroad, who have investigated him rigorously, now vouch for his powers. Following the Stanford Research Institute study, Uri went to London. I will read a letter from one of the SRI scientists who was with Uri there. It is dated November 27, 1973:

> *London can only be described as a changed city. Why? Well, in a line, Uri Geller came to town and blew everyone's mind. Uri went on BBC radio for the first time and when he bent several keys in the studio which he does by stroking them or not even touching them, they had over 450 phone calls from people all over the British Isles gagging on the phone that they had just seen spoons, knives and God knows what else bending before their very eyes in their own homes just when Uri did it in London. Given that there had never been such an event before and therefore no expectation of it in the minds of the people (which could predispose them to phone in) this is pretty impressive—but however will we explain it?*
>
> *Then last Friday Uri went on BBC-TV for his first live show with an estimated audience of 27 million just after the Miss World Contest. I was sitting near as he first performed a combination of telepathy and clairvoyance and made a very accurate reproduction of a drawing which was sealed away from him in two envelopes. I knew the rest would follow—first he fixed a watch which is one of the things he does by waving his hand over it. The he tried to bend a stainless steel fork and managed to turn it into a very wierd plastic stick by only stroking it lightly and the whole top fell off before the camera while another casually bent all by itself on the table for about ten minutes. Then he took off for Paris after bending a whole variety of objects for an endless array of reporters.*
>
> *To make matters worse, at 12:30 p.m. while he was in Paris, he stood still in front of reporters and shouted "Bend." Across the channel, readers of* The Sunday People *began phoning to say that things began bending in their own homes (Uri was not even on TV). Now, how under the sun do we explain anything like this?*

Uri was here in Toronto about a week ago and one of the medical doctors who was in the audience phoned me later to report. "All I can say is, I pulled my house key out of my pocket and it bent before my eyes and I had no way to get into my house."

TIME magazine to the contrary, Russian scientists are training women to move objects by thought power alone. Could it be that they then can learn to jam delicate instrumentation in space? Ours, for instance?

It is becoming apparent that we all have energies coming from us. Sheila Ostrander and Lyn Schroeder, authors of *Psychic Discoveries Behind the Iron Curtain*, brought back from Russia information about a new kind of photography—called Kirlian photography after the inventors—which seems to be activating on film energies from all living things. Repeated experiments over here suggest that the various color changes showing up on the photos can be used to diagnose physical and emotional states of the human being. One question is, are these colors the same as the *auras* which psychics down through the ages have said they can observe surrounding the human body?

It is possible to experience your own energy extensions if you will slowly move your hands together and away from each other as though you were pulling taffy. Can you feel the energy compacting and expanding? Do it too fast and you will only feel air compacting. Now turn to your neighbor and try the same thing, hand to hand. This is only an indication that we are not separated from each other by our own skins but that our energies are constantly interacting—attracting or repelling.

One way energy can be used is in healing. Through the ages there have been reports of persons who heal by the *laying on of hands*. Our own director of research, Dr. Justa Smith, has proven that there is some kind of energy coming from the hands of so-called *healers* which can activate enzymes, catalysts of the metabolic system necessary for either healing or disease process to take place.

I have watched the same healer, used in this experiment, heal a young woman, daughter of a prominant Buffalo family who was lying at the point of death in a Buffalo hospital. Her doctor, a close family friend, permitted us to bring in the healer because there was nothing else the doctor could do. Within minutes after the second session of laying on of hands, a massive infection burst loose, as predicted by the healer, and the young woman was out of the hospital in a few days. Recently, I watched another healer, monitored by a surgeon, reduce a breast tumor, said by her own doctor to be malignant, from the size of a walnut to a scarcely recognizable size which, when exised, was found to be benign.

I believe more and more people will be able to heal, once they are aware that they can. So also will more and more people be able to see clairvoyantly. That is, beyond what they can see with the physical eyes. Interesting research is being done by medical doctors with clairvoyants who seem to see into the physical body or else see the energies emerging from the body and are able to diagnose the physical or emotional conditions of the patient. Dr. Shafica Karagulla, author of *Breakthrough to Higher Sense Perception*, DeVorss Publishing Co., is one. Dr. Norman Shealey, a Wisconsin neurosurgeon is another. He has found psychics to be over 90% accurate in diagnosing emotional conditions and 80% accurate with physical conditions, better than the medics.

I think people will tune in to each other telepathically and, if we had the time, I could show you how easily you, too, can do this. We all have these abilities latently, but our culture has pushed them under the rug. Properly used, they could increase our understanding and empathy with each other. Improperly and selfishly used, they can lead to psychological Peeping-Tom-ism or worse. A whole new ethic will need to be developed around the use of these powers. Especially the Uri Geller phenomenon which power of mind over matter is being repeated by others in this country and abroad.

We will be able to foretell future events. Professor Douglass Dean has found that executives of successful companies score higher on computerized precognitive tests than do executives of less successful companies. This ability to play the right *hunches* when insufficient data is at hand, can be the difference between success and failure. A scientist in Edinborough has sent me a research paper which claims to have found ways to teach people to foretell future events. In this case, number combinations which have not yet been randomly chosen. The scores improve with practice.

I predict that we also will be able to speed up our mental processes. Already, in Bulgaria, Dr. Lazonov is teaching students sitting in comfortable chairs listening to music, to learn and use a 3000 word vocabulary of an unfamiliar language in one month's time. He calls the system *Suggestology*.

Dr. Jean Houston and Dr. Robert Masters are permitting students to experience several month's worth of practice time—art, golf or tennis, etc.—in a few hours through time distortion and other techniques at their Mind Research Institute in Pomona, N.Y.

Dr. Carl Simonton, radiologist, is teaching patients to help cure their own cancers through visualization of their own cancer cells being destroyed by antibodies—a remarkable breakthrough.

More important than the physical and psychological energies we have been talking about are the spiritual energies which, hopefully, we will increasingly activate. These open us to levels of consciousness where creativity comes from, where ideas come from, where discovery comes from. For those so fortunate, they can lead to levels of illumination, joy, rapture, bliss and the experience of being totally at-one with all else. It is on these higher levels that one's value system evolves as well as the recognition of purpose and meaning in life. These levels can be activated through the use of certain disciplines, such as Yoga, meditation, certain kinds of carefully supervised bio-feedback experiences.

These are the levels of awareness and experience which can regulate and properly control the powers which will be unfolding on the other levels we have mentioned. Without these *higher* controls and improved value systems we can be faced with a period of chaotic, even demonic, destructiveness.

As we become more sensitive to the incoming and outgoing energies, we also are more vulnerable to exterior conditioning and control, to the *hidden persuaders*, to the demogogues, to those who understand the use of these potent energies and use them for their own devices. Therefore, it behoves us who work with youth to find ways to enhance self knowledge and self control. The drug experience has opened many to expanded levels of awareness but it does not engender self-discipline, self-control, or, in most cases, meaning and purpose in life. Energy systems run wild.

The seeds of life are here. We all are part of a great evolutionary process of becoming. We are part of a universe which provides us with unlimited potentials for meaningful and creative living. Our task as educators is to understand what can be in store for us and to find ways to make manifest the potentials. We can then help to usher in the creative and meaningful new age we all long for.

The New Staff Member

Corky Hagler

University of Texas, Austin

The dynamics surrounding the growth process which occurs when a person is experiencing his first year of work as a professional staff member are often generally alluded to but seldom analyzed in their complexity. This is particularly true for the impact that this process has on the existing staff and the institution as well as for the person and his own personal growth. The most frequent label given is simply the general recognition of the change in role from the student to the staff position. Although this is the basic transition it has many and varied implications for the person involved as well as for the hiring institution.

At a recent international convention three professional colleagues completing their first year in professional roles in the college union field spent considerable energy analyzing their personal reactions to this year and commenting on the changes they felt personally as well as discussing the impact they felt their presence made on their home institutions. They agree that there is definitely a transition that takes place, but feel that the change is much more complex and has too many dimensions to be simply described as a change in student to staff role. Their general feeling was that the transition has implications for experiencing of a broadly-based cultural shock, an informational void which hampers performance levels, and the establishment of a more complete repertoire of approaches to problem solving. Blended with all of these rather anxiety-producing phenomena is a general recognition of the need to establish credibility with other staff members and the newly met students. These needs and changes can affect performance levels and self-concept in that more time may be spent in building activities rather than in actual programatic problem solving or organizational activity.

The dynamic can be broken into three major categories any of which can be felt in any combination or in any degree.

Informational Adjustments

During this period there are often major adjustments which may need to be made based on information gathered from one system that simply may not transfer to another. A prior knowledge or resource may no longer be valid or acceptable if the person has made a major change in the type of institution for which he works, the area of expertise or responsibility, or even the geographical location.

Information that one gathers concerning student attitudes and behavioral patterns, their motivational basis for either using the union facility or volunteering to plan its programs depends greatly on the position of that union within the particular college's campus life. The value of the union as a campus resource, the tradition which the union has on that campus, the way in which it is viewed by the members of the university community all have great effect on the way one develops personal manners of operation for taking action on any particular project. The set of information that one takes from one type of institution to another may simply not work based on the differences in any of these dimensions. The needs of students, the way in which the union traditionally has been a resource within that institution, the value of the union in the eyes of the university community all have great implications for approaches and opportunities in student recruitment and training, program justification, or selection of any particular programming resource or focus. Although systems may seem quite similar and comparable, the subtle differences may call for changes or shifts in attitudes, behavior, and information sets held by the incoming staff person.

Likewise, there is often an information void in particular expertise or resource information. It is unlikely that any new position whould have components so familiar to the individual that no new resouce information would have to be gathered. There are often major adjustments to make whenever a job task included a rather unfamiliar area. There is always new information to gather about even the most familiar of topics however, it is a major adjustment when the resources one has gained as a films chairperson cannot be used for specific resource information with an outdoor recreation program. One's coping mechanism may allow him to admit the informational void while striving to gather specific information however the impact of this admission in a period of credibility building is often a major source of anxiety for the *resource person* newly hired.

With all this there is also a major informational void that can occur in geographical changes. The various sections of even the most basic of communications. The uncomfortable yet rather nonspecific anxiety that can be caused by these shifts can be unsettling for a period of time and is usually aggrevated by and occurs simultaneously with these other adjustments.

Power and Status Adjustments

The shift from student to staff position has major implications for power and status shifts as perceived both by the individual as well as those with whom he relates. The shifts have implications for the new staff person in the way that he views and builds his competence, the manner in which his behavior reflects the shift, and the sort of recognition which is given to this status.

One of the most quickly verbalized dynamics is the need of the new staff professional to prove his competence. It is difficult to know if this need is due to a self inflicted desire to build power and prestige or if this is brought to bear by resident staff members skepticism or reluctance to accept one so newly emergent from the student ranks. The testing and building of credibility seems to have plants in both the person as well as the ongoing staff.

A frequent pattern for entry into the profession is that of entry after having spent some time in a volunteer position of programming or policy making at a college union. In some instances the person has held a relatively powerful position as a student chairperson or leader within the union or other campus organization. The power shift that occurs with the role change can change or be felt in two directions. One is that the individual may leave a powerful position as a student leader with great influence on broadly-based decision-making to a role of a junior member of a large and experienced professionally trained staff. In this instance influence and power may decline sharply in a short period of time. The amount of power in this situation being a direct effect of experience and information. The other direction is a student who has held positions of relatively low power in a limited area may move to a position with much influence to inform and to affect decision-making on a broader scale. Regardless of the direction of the power change, this change almost certainly occurs. It is a very trying experience and can have a major effect on personal self-confidence and the ability to be open to varied alternatives in decision-making. Personal resentment may surface if the talents and experiences of this person are not recognized or utilized in some form which is meaningful and status building for the individual. Likewise, a situation which causes the person to feel overwhelmed or taxed by the amount of influence he wields through the sanction of the other staff members, may cause him to retreat from the very power he has been granted.

There is also an unevenness in power which occurs with the assumption of a staff position. The opportunity to at times be all powerful and influencing in decision-making, or to be almost totally ignored by others can be rather disheartening. The almost blanket authority in some areas, balanced by a necessarily collaborative approach in others can be unsettling and confusing for the new staff person who is trying to build and develop appropriate responses to particular situations.

Aligned with these variances is the need to realize that often effort and personal involvement in any one project may be unrecognized. The focus in the union field is on the student and his development. The focus on the student and the quality of the participation often will not leave place for recognition of a salaried worker who may have gone all the way with the project expending a great deal of personal effort and energy. The system is so designed that this effort is expected as part of a staff responsibility with the emphasis mainly on the student and his development, regardless of the amount of staff support involved. The realization here is that one will have to look to other means and systems for achievement recognition. To involve oneself in activities outside the college union proper is often a new and refreshing behavior for the young professional.

Attitude Adjustments

Some of the most long-ranged and impactful changes occur in the manner in which one's attitude shifts in regard to the ways that institutions work or should work, the necessity to coordinate systems as well as people, and the impact with which decisions are felt throughout the institution.

One of the most revealing discoveries made through the course of the first year is the realization that the persons terms of commitment is lengthened to a longer than one year commitment. With that realization there is often a major attitudinal shift in the immediacy and force with which decisions must be made. The implication of several years to develop major program emphasis or to build new credibilities within the community often will broaden to include several academic sessions rather than the impatience formerly felt with a short-ranged time commitment.

Likewise the view of the impact of decisionmaking is often reevaluated. Where with a one year commitment decisions would be made at the price of immense human effort of energy, the decision or policy making spread over the long-range may in fact be the most solid and most well accepted process for initiating change within an institution. Too, the realization that decisions made in haste must be lived with for a long period of time by the staff, although the student clientele may change totally every two years, the relative view of the decisions and their impact on the institution or the individual union often take on new meaning.

Another attitudinal adjustment taking place is a change from a one dimensional approach to problem solving or institutional change to a two directional approach. Often in the student role the attitude for problem solving or decision making is based on the students versus the institution approach. After shifting into a staff position it is hard to identify with that institution that has so often been the target of anger and animosity. In order to placate the feeling of having joined the 'non-humanistic bureaucracy' a coping mechanism takes charge which produces a relatively healthy attitudinal stance or an 'interface role.' In other words, once the staff position has been assumed the new staff person will often adopt an interfacing role between the student and the institution, that is, he will act as an advocacy agency for the student to the institution, helping him through the red tape, and likewise, will often accept the role of acting as an institutional advocate to the student, explaining why and how things are done within a large system like a university.

Another attitudinal awareness which comes to light is the realization that decisions are not simply a matter of choosing the right versus the wrong choice. With the complexities of coordinating systems, and a broader realization of general responsibilities comes the realization that often many alternatives are present in any one situation. Decision making then becomes not a matter of choices but of selecting the most appropriate option bases on the needs of the persons or the systems involved. The complexity with which collaborative efforts take place is often hidden to the more casual users of the institutions. Once involved in new programs or directions with support help needed from various campus agencies, the problesm in coordinating systems becomes quite obvious.

These changes and shifts have implications for the hiring institution as well as the person being hired. The effects on the union can be bringing a breath of fresh air, or a new perspective into the building staff, or it can cause major chaos. The best way to prepare both the institution and individual for the dynamics is first of all the recognition that they will exist in some combination especially during the first year of professional work experience. Prepare all for the ambiguity as well as the excitement of the situation.

The most anxiety-alleviating process for the new staff member is a long term in-service training program dealing with the tangibles and intangibles of the year of learning and change. In addition to orientetion to the institution, mechanics, history of your particular union, spend time with the new staff member exploring the type of personal expectations that they have for this year. Discuss with them the likelihood that some of these anxieties will occur and urge the ventilation of these concerns. The effect of these changes will likely be felt both positively and negatively for the discussion of these dynamics. Check with the new staff member to see if adjustment to the new role has proceeded smoothly.

The panel generally felt that an awareness of this phenomena would have been helpful as they started their first year. It would have made their entry into the profession less anxiety-producing. To be aware that these feelings or uncertainities are not unique would have had a settling effect on the most unsure of the inexperienced. Likewise, an awareness of some of the anxieties and dilemmans of the new staff member would help the supervisor in the guiding and training of the new staff member in this period of time.

Programming and Involvement with Senior Citizens

Richard A. Feller
Kirkwood Community College

The community college, as a comprehensive institution, offers a wide spectrum of potential services to the communities it serves. Accordingly, the term *educational services* is being more widely interpreted today than at any other time in the history of higher education. If the philosophy underlying the development of the community college (to meet the needs and interests of the communities it serves) is to remain valid, then the two-year institution should thoroughly explore its potential role in areas other than traditional education alone. One such exploration area is in providing service to senior citizens. The remainder of this paper is concerned with programming involving students and seniors; and the subsequent development of elderly people programs and services at a community college.

Two years ago, Kirkwood Community College discovered the desire of many of its 45,000 citizens who were over the age of sixty to continue contributing to society by sharing experences and expertise developed during pre-retirement years. They further desired to assist in the development of programs and services for themselves, rather than to have such decisions made for them by persons yet to experience retirement years.

The decision was made to develop an Office of Retirement Education and Other Opportunities as a focal point for senior citizen involvement. The program was organizationally included within the student affairs office in order to offer maximum opportunities already available through student involvement.

The initiation of the Kirkwood Office of Retirement Education and Other Opportunities (OREO) within this structure demonstrated the vitality and interest of senior citizens in the seven counties that the institution serves. More than 80 courses were developed with more than 2,200 senior citizens enrolled. A newspaper, written and edited by senior citizens in conjunction with students associated with the school newspaper, was mailed to 33,000 elderly people monthly. Development of a Senior Speakers Bureau was further evidence of this interest.

However, experiences generated by OREO as well as the other existing community offices providing services to elderly people indicated that several problems were not being addressed. These included: duplication of service effort offered elderly people by existing offices in the seven county area, frequent lack of coordination between existing programs, insufficient knowledge of specific elderly people needs and which needs were not presently being met, as well as inability to generate dollars for necessary elderly people service programs in small rural communities.

The recently enacted *Older Americans Comprehensive Services Amendments* (PL 93-29, May, 1973) addresses these problems and supported the development of distinct planning and service areas by a designated area agency on aging. Under this law, state and local agencies are encouraged to concentrate resources in order to develop comprehensive and coordinated service and delivery systems to serve the needs of older persons.

A grant proposal encompassing these problems was subsequently developed by Krikwood Community College and the Linn County Health Center. The proposed program was funded April 1, 1973, under the Older Americans Act by the Iowa State Commission on the Aging. The funded program calls for the establishment of an Area Agency on Aging to be housed at Kirkwood Community College.

Essentially, the Area Agency on Aging (AAA) is structured to be a planning, coordinating, funding and monitoring agency for elderly people programs in the seven county area. Primary purposes of the AAA include:

A. Centralization of seven county resources available to the elderly people in order to achieve maximum impact of resources, and
B. Establishing cooperative arrangements between the AAA and providers of service for the planning, development and evaluation of comprehensive, coordinated programs for the elderly people within the area.

The Area Agency on Aging is therefore designed to preserve the autonomy of existing agencies while simultaneously stimulating an increase in monies for elderly people services within the area, particularly to the small rural communities which are frequently overlooked.

Objectives consistent with AAA purposes are two-fold in nature:

A. Assist elderly people capable of self-care to continue living in their own homes as long as possible with appropriate supportive services, and
B. Elimination of possible social and economic barriers to elderly people in assisting their living a complete and enriched life.

The entire spectrum of current programs and services for Senior Citizens was initiated at Kirkwood Community College through the Student Affairs Office. The Student Affairs Office in conjuction with college union facilities offers vast potential for senior citizen involvement within an institution. Initiation of senior citizen programs within such an educational structure allows:

A. For a mixture of young and old. (College age students with fresh ideas and enthusiasm are mixed with older persons who have a lifetime of experiences. It has been found that young people enjoy talking with senior citizens and having someone relate to them. A natural outgrowth has been a breaking down of the *generation gap.*)
B. Programs within a college union or student affairs office include: tours, recreational opportunities, educational programs, as well as other socialization processes. Such programs are generally already in existence. Consequently there is a ready adaptation for involvement with senior citizens.
C. Senior citizens are generally interested and willing partici-

pants in student government, student committees, and other planning elements within the student affairs or union offices. Such participation frequently results in a student feeling that their involvement with such committees are of even more importance as mature adults also emphasize the impact and importance in the planning process.

The senior citizen is stereotyped as an individual who has been shunted out of the mainstream of society and relegated to a rocking chair. The opportunity and welcome enthusiasm by young people as well as college administrators is a welcome relief to this syndrome. In turn, it has been found that elderly people , when they perceive warmth and enjoyment from others (particularly the young) once again begin to feel wanted and needed. They enthusiastically begin to share and feel a part of college publications and of assisting wherever their input and participation is desired. The student, in turn, is frequently encouraged, and when necessary, prodded into following tasks to a conclusion, rather than losing interest mid-way through the process.

Close relations and mutual respect have developed between elderly people and students at Kirkwood: the college student newspaper, student government and the retirement program share offices and work together on a daily basis. Cooperative projects have grown out of this relationship. The latest example is a program entitled SHARE (Students Help and Respect Elderly). The primary purpose of this program involves students volunteering assistance and companionship to lonely, homebound elderly people who contact the Retirement Office for assistance.

The Office of Retirement Education and Other Opportunities and the Area X Agency on Aging at Kirkwood Community College operationally demonstrate that elderly people can move from rocking chair passivity to actively continue in the mainstream of society, serve their community, and benefit by the realization that they still are needed through programming and involvement with a student affairs office and/or college union.

The Union Staff and Student Development

William B. Sheeder

Ass't Vice-President for Student Affairs

University of Miami

Jerry Fredrikson lived a fast life. He loved women, booze, fast cars, and the other facets normally associated with that style of life. I knew him as a sophomore in a conservative college, but, like virtually everyone else, I liked and respected Jerry; he was that "one in a thousand" who had the potential to "make it big."

When Jerry entered his junior year of college, the campus grapevine carried many accounts about how he had changed. The log jam seemed to have broken; now he was virtually unstoppable. That fall his charisma was tapped effectively by various organizations and his grades improved dramatically. I will never forget that Sunday when he and his roommate decided to test their mettle by racing on dirt roads at speeds exceeding 100 miles per hour. I can still imagine the exhilaration Jerry may have felt, even the thrill as they banked into that curve which wasn't negotiated. Jerry's life was snuffed out instantly when he was thrown from the car and his head collided with a tree.

Jerry's older brother, now an internationally renowned pastor, was a genius at the altar, but a bit slow with things mechanical. The previous week he had asked Jerry to repair a malfunctioning electrical outlet. Apparently Jerry's work was stopped because he wrote his brother a note of apology which concluded with, "I'll finish it later." The sermon topic the next week was "Unfinished Business."

Unfinished business; decimated potential; unrealized development. When people ask me why I am high on student development, my first answer is personal commitment—commitment based on experience, some of the most poignant of which relates to untapped potential and unfinished business.

This support of student development also coincides with my educational philosophy and major attitudes toward the role of college unions in higher education. Even the most rudimentary statements of objectives of higher education focus on the creating, preservation, and dissemination of knowledge. The dissemination function is hollow when it is divorced from student development. From my perspective, if the union does not contribute to the educational objectives of the institution, then it does not belong on campus and has no business using any of the resources of higher education. Let private businessmen develop union-type facilities which are not designed or conceived to contribute to student development; motivated by profit and located across the street from campus, such facilities can be operated very efficiently, giving the student a good, but less convenient, buy.

A final reason why I support student developmental efforts relates to some major concerns I have about higher education now and in the future. I find considerable agreement with Witkowski's thesis in the January, 1974 issue of *The Journal of Higher Education.* He said that education is largely an investment which has historically paid reasonable dividends. Now this investment picture has changed because the rewards have declined while the costs have increased. He concludes that we have two options, to increase the product attractiveness of higher education or go under. I assess that the competition for students in post-secondary education will become increasingly intense through at least the decade of the 80s barring unforeseen major circumstances such as a massive increase in federal allocations to higher education; further, the most viable schools of the 80s will show promise of delivering on students' investments by contributing more reliably to student development as a major method of improving product attractiveness.

These bleak, harsh statements warrant supporting information. Additionally, I want to address myself to this subject in some detail because these facts zero in on the subject of *A Framework for Student Development in Higher Education.*

Higher education nationally finished in the red last year and is projected to finish in the red again this year. Last year 969 institutions, or over 29% of all those in higher education, reported deficits. While the projections for the current academic year are somewhat more promising, factors such as inflation, increased unemployment, the status of stock markets, and an energy crisis may create a different picture when actual experience is related to the projections. At any rate, we have 637,000 fewer students this year than were projected two years previously.

The AAUP reports receiving 1,100 complaints from dismissed faculty members during the past two years, most of them laid off because of financial cutbacks, and the number is up this year. Nineteen states have recently passed laws regarding collective bargaining for public college faculty while the matter is now under consideration in twenty-eight other states. We are all aware of the recent growth in unionism in higher education.

These facts are almost unbelievable when one recalls the Horatio Alger story of higher education of the sixties. During that decade enrollments doubled, budgets tripled, and our share of the GNP rose from 1% to 2-1/2%. In 1971 the experts were projecting a 50% growth rate for higher education during the decade of the seventies, so the "stairway to the stars" confidence continued to prevail as we entered the seventies.

What happened? One factor is that the percentage of higher education expenditures paid by governments has declined; for every state that has increased the portion of its budget for higher education, two have reduced that portion. A far more important factor, however, is the enrollment picture. The Carnegie Commission recently revised its projections, made only two years earlier, for the seventies and eighties. For 1980, for example, they now project about 11-1/2 million students rather than 13 million, a decline of 12%. That projection still reflects a rather healthy growth profile considering that this year there are only about 9.7 million students in higher education. However, those figures hide the fact that most recent growth has been with part-time students and those attending two-year colleges. Full-time enrollment declined in 1971 and 1972 and, although it increased slightly in 1973, it decreased in four year public and private colleges and in private universities. This declining, or at best stable, full-time enrollment in four year colleges and universities may be of critical importance to ACU-I and the college union field because a cursory review of the current ACU-I *Directory* shows that only about 20% of our institutional membership is made up of two year schools.

The decline in enrollment is not caused by shrinkage of the pool of 18-21 year olds, as that pool is still increasing in size. However, the percentage of males of this age group in colleges and universities has dropped sharply since 1969 while the female percentage has remained constant; for examples, the percentage of males 20 and 21 years old in higher education has dropped from 44.7% to 36% while the percentage for the same aged women rose from 24% to 25.6%. The future picture with regard to 18 to 21 years olds is even bleaker; during the 1980s persons in this age classification will be reduced from about 17 million to about 13 million, a drop of 23%. What would be the impact on your institution if the size of your student body were to drop by 23%.

Although there are many reasons behind the enrollment problem in higher education, an important factor is the shift toward occupational and career training. Approximately 38% of those enrolled in post secondary education are in technical, proprietary, trade, and similar institutions other that higher education. Especially since the federal government's BEOG program, an entitlements financial aid program, permits students to receive this aid even if they attend proprietary, trade, or technical schools, enrollment growth is likely to come in these institutions rather than in colleges and universities during the next few years.

But won't college graduates get better jobs? The Department of Labor has predicted that only 20% of all jobs in the 1970s will require college training. The Newman *Report on Higher Education* scathingly attacks the career education task not being performed by colleges and universities by referring to two major studies: one showed no positive correlation between formal education and job performance and concluded that over-education was a major cause of dissatisfaction and turnover; a second found almost no relationship between college grades and on-the-job performance.

Well, the average cost in tuition and fees for higher education rose 10.2% this year. We can, like a former prominent White House official, respond by referring to facts as "lies and damned lies," scream about sampling error when national polls show the declining credibility scores of higher education, or maybe we can do our part to improve the "product we are attempting to market." I choose the latter course of action.

Having described personal commitment, educational philosophy, and selected concerns about higher education as reasons for supporting student development, I define such development as a multi-faceted and multi-dimensional process of becoming more like that which one has the capacity to become.

Only for purposes of clarification and efficiency of communication, I wish that you would picture with me a diagram of human development and its interrelationship with classifications of functions performed by college union personnel for our clientele. "Let me be perfectly clear." I cannot defend the validity of this diagram because it is too mechanistic and implies, for example, that human development is largely a passive process.

Since I am from Florida, I have selected for this diagram a whirlpool bath which is saturated with inflow and overflow ducts. The physical enclosure represents the individual's developmental capacity or genetic endowment, while the liquid within, represents the current development of the person. As the person grows or develops, then, the amount of liquid increases. The ducts are connected with the environment surrounding the whirlpool and can be plugged and unplugged only by the internal action of the whirlpool.

Comprising the whirlpool liquid is an unknown number of active ingredients. Five of these human developmental dimensions or ingredients will be mentioned; these dimensions are described in a book by James Coleman as "pathways to maturity."

A. DEPENDENCE TO INDEPENDENCE: This is the process of becoming more autonomous, and includes growth in self-influence and determination. For the younger person the substitution of inner controls for parental controls is an important facet of this process. It also includes increasingly greater acceptance of and effective coping with the boundaries of interdependence which surround choice.

B. INCOMPETENCE TO COMPETENCE: This pathway includes the development of various skills and abilities—intellectual, social, and physical; an important dimension is the acquiring of information about oneself and the world which can be adapted to life's problems and challenges. Chickering, among other authors, has refined and developed this pathway; his *Education and Identity* is worth reading.

C. PLEASURE TO REALITY: This pathway seems to move from largely uncontrolled emotions, to managed emotions, to emotional congruence and integration. Grounded in the Freudian point of view, this pathway supplants immediate need gratification with the reality principle, e.g., delaying need gratification in the hope of realizing longer term objectives.

D. SELF-CENTERED TO OTHER-CENTERED: This is development from the infant's preoccupation with self and personal needs to acceptance of societal responsibilities and involvement in projects outside the self.

F. NONPRODUCTIVE TO PRODUCTIVE: This is essentially moving from a state of receiving the investment of others to achieving self-sufficiency and creating valuable goods or services which can be used by others.

As I have reflected on my experience and that of other union administrators, I have divided functions we perform for our clientele into six classifications. For our analogy, then, we influence six of the developmental ducts which may or may not be used by our student clientele:

A. *Interacting with individual students and informally organized groups of students.* This personalization function ranges from intensive individual counseling to informal raps with small clusters of students to crowd management. For me the personality model is a critically important means for fulfilling this teaching function; diversity of personnel on the union staff is very important to me if we are to meet the varying individual conditions of a heterogenous student body. Although certain qualities like caring and openness may characterize most, if not all, union administrators, any union director who would hire people in his/her own image, like peas from the same pod, makes a serious mistake.

B. *Providing facilities for self-initiated use.* This is our informal program which is directed by the individual user within facility, policy, and other limitations. Recognizing that our facilities are catalysts for meeting many union objectives, the creation, care, and operation of those facilities consumes a substantial portion of union administrative and staff time.

C. *Offering a range of services to union users.* Examples like information desks and reservations of meeting space are well known to each of you.

D. *Working with formally organized, non-governmental university groupings.* Some examples of this function are advising student organizations, teaching classes, and consulting with other university departments.

F. *Participating in the work of university committees,* including both those that are charged with programming responsibilities and those that relate to institutional governance or decision-making. Union governing boards and program councils fit in this category along with such seemingly diverse groups as institutional self-study committees and university senates.

G. *Sharing in the sponsorship of organized programs for union clientele.* I won't insult your intelligence by giving examples, but I will say that, for my analyses, I divide programming offerings into social, recreational, cultural, and topical classifications.

Time does not permit interrelating each of these six functions with each of the five mentioned dimensions of human development. It is undoubtedly more meaningful for you to test the adequacy of these classifications and interrelationships through your own experience. I hope it will be sufficient, then, to use a dramatic example of one student who was actively involved over a four year period in the creation of our rathskeller and who served for most of that time as chairman of the University of Miami committee called the Rathskeller Advisory Board. (NOTE: Numbers in parenthesis in the following section refer to a specific developmental pathway, described previously, illustrated by the function performed; in most instances additional pathways could have been cited.)

In 1969, in response to a student government demand, the students were given the "green light" by the administration for a rathskeller providing financial, legal, and operational problems could be solved. To meet these stipulations, he participated in:

convincing undergraduate students to vote to increase their activity fee to amortize the facility (3)

selecting the site for the facility after doing a marketing survey (2)

soliciting the expertise of a student architect to do preliminary design work for the proposed facility (2)

recommending the hiring of that student architect as project architect after his graduation. (5)

deliberating on all major architectural decisions, including interior decor and furnishings (5)

approving an elaborate feasibility study to convice wary administrators that the rathskeller would be operationally self-sufficient (2)

recommending the establishment of a separate corporation for the rathskeller to help insure student input in its governance (1) *working with beverage agents and attorneys to learn how to obtain a beverage license (4)*

appearing before various governmental bodies, e.g., the City Commission, for various approval such as zoning variances (4)

developing policies ranging from hours of operation to disciplinary procedures (5)

and working as a student employee (5)

We are especially proud of the student used in this example because, in the five years since his undergraduate graduation, he has become a university administrator, has earned two masters' degrees, has been accepted to an outstanding law school, and has had his first book published!

As a parting thought, if unions are to be viable parts of viable institutions in the 1980s, the scope of our appeal, marketing target groups, and programs will require broadening. The clientele of many unions today is largely limited to younger students and a sprinkling of staff and others. If the percentage of 18-21 year olds in college persists in its decline of the past few years, combining that trend with the known population decrease of 18 to 21 year olds in the 1980s would drastically reduce use of union facilites and raise the question of the advisability of continuing their operation.

Student development is related to developmental tasks which are, in turn, related to age. The scope of our efforts in the 1980s, then, would need to encompass on the one hand the increasing strength of youth, and on the other hand the decreasing strength of age; experimentation with sex, menopause and male climacteric; preparation for marriage, assisting children of college age; refining the development of masculine and feminine social roles, death; preparing for entry career positions, retraining for new careers; increasing income, declining income; and achieving emotional independence from parents, adjusting to widowhood.

Looking to the future, we as union people will advisably not limit our efforts relating to student development to young adults, but will broaden our scope to human development.

The Union Staff and Student Development

William J. Osborne

Director, Duke University Union

Duke University

Several years ago while driving through Louisiana with an architect friend, he pointed out the apparent strength and obvious beauty of the live oak trees. He went on to observe that these powerful trees must have a marked influence on the character of the people who lived there. I readily agreed as they seemingly influenced our thinking and mood by their very presence.

If indeed, motivation, conduct and activity are related to surroundings we should be aware of this influence and even attempt to direct it to our advantage as an educational tool. Since our buildings provide the surroundings in which we program our activites, it follows that they too are an influential tool or program in themselves.

The first contact with our daily environment is visual and some emotional response is undoubtedly evoked before we even enter the place where we spend most of our time and where our community comes to relax, to recreate, to socialize and to learn and to likewise be influenced. It is therefore critical that we are conscious of the passive as well as active developmental role our buildings play. The presentation of our services may be just as important as how varied and accommodating they are. The atmosphere in which they are presented, like the live oaks, has a definite bearing on how our image is conveyed. These aspects of the physical and functional combine to become an educational vehicle without which some programs would not be possible.

A building serves as a platform for speakers and entertainment. It is a gallery and a place for recreation. While fulfilling service needs, it provides student employment and places to socialize. It provides a retreat from the routine, a haven for conversation, a place to go and just *be*. The juxtaposition of all these activites within the environment is the key to its existence as well as its purpose. The point, I hope, is obvious. The building itself is a program that attracts people and influences their behavior.

The combined efforts of students and staff in administering this tool result in another kind of learning experience by both groups and a general improvement in the quality of life and programming offered by the institution.

I shall address that function in a moment, but first let me describe the community with which we deal and which we are obligated to serve. The geographical and social limits of this area are never sharply defined. One college, funded in part through tax dollars, has one kind of community responsibility. Another college, private, with no direct local tax support, has another kind of responsibility in that it may house the only art gallery and performance hall in the region. Still others need community participation in a broad sense to finance programs deemed necessary to the student community. I suppose that many of us resolve this problem by finding the gray area in which we do not permit non-students to have privilege or priority use of game room equipment, but do encourage them to purchase tickets for audience participation events, visit galleries and in some cases purchase a union membership to attend movies, reserve rooms or attend craft classes.

Generally speaking, we have a student priority use and a secondary use by what is identifiable as a campus community. Such a broad outlook requires governance by a representative body. In addition to undergraduates, it may include members of the non-academic staff ranging from employees paid by the hour through ranking administrators. Faculty, graduate students, alumni and student government are also important areas to be represented. This type of governing board is truly representative of the primary *community* to be served by any *college union* or *campus center* as different from what might be called a *student union*. It is also a system of governance that provides students learning situations in dealing with other interest and age groups.

A composite campus committee system within this board may permit participation by members in areas such as policy, facilities use and finance as well as in the traditional field of program. Hours of operation, assignment and use of space and budget allocations may be recommended by student-chaired committees of employees, faculty and students to the board for implementation. Staff should serve on the several committees but may do so without a vote.

At this point, I feel sure some of you are wondering why this concern with the community and what has happened to the roles of students and staff. In the first instance, it appears that a general interest in the community is being expressed by our present generation of students. Good administration will respond to this concern as readily as it did to the need for coffee houses, rock concerts and poetry readings in years past. The major difference is that active participation by students and others has replaced their former advisory role in areas traditionally considered staff responsibility. Let me illustrate this with some quotations from the past:

> *... graduate institutions teach that students should not only have the right but a responsibility to share in making decisions which affect them. We are urged by numerous authorities to give students all the responsibility they are able and willing to bear.*
>
> *... students want to control and seem capable of controlling in certain areas.*
>
> *There are some institutions that aid and abet students in forming constitutions and bills of rights that are ambiguous, deceitful, and downright dishonest, because they are open to wide interpretation as to real and implied meanings of authority and autonomy...I feel that it would be much more honest to stop this kind of procedure by carefully defining the place and area for student responsibiliy ...and then actually permit students to have complete freedom in planning and executing their projects within this delegated area.*

These observations and opinions were expressed during a panel discussion of *What Degree of Student Control is Advisable* in Salt Lake City, Utah, at the Hotel Utah during the Thirty-Fourth Annual Conference of the Association of College Unions. The panel participants who quoted Porter Butts among others, were Floyd I. Brewer, University of Cincinnati and Charles D. Owens of the University of Washington. The year was 1957. It is reinforcing to see how little our direction has changed. Perhaps it is the advent of the ***mega-union*** with many staff specialists responding to many new needs that has brought about the concern of some for the loss of student participation. Perhaps there are other reasons. In any event, we are now here, discussing in part the degree of student participation, or lack of it, and I am saying that, philosophically, not much is changed. I merely suggest that rather than advisors, students should now share jointly with staff in responding to the governing board in all areas of involvement.

This brings us to the second question which is what are staff responsibilities in a system of shared governance, with administration and program being directed by committee. The answer is simple in that the staff continues to function in an advisory capacity but increasingly as resource personnel and co-worker. Some former autonomy and authority become shared functions and students and others begin to have direct responsibility and input.

The staff and committees remain responsible to the governing board. The staff retains responsibility for both continuity and daily implementation of policy and goals. Staff also retains ability to recommend long and short range goals and policy. None of these functions are particularly new or revolutionary. The shift in emphasis from a directed to a participatory role by staff is the key. Perhaps a sample of how it works would be helpful. The examples given may reveal a somewhat more controversial by-product in that academic credit or co-curricular relationships are indicated in a traditionally non-academic area. Nevertheless, I believe it will illustrate the shared responsibility of students and staff in a learning situation:

Given: In a small union with no business office and minimal staff, budget records are difficult to maintain. The several program committees are prone to overspend their budgets through zeal without knowledge of restrictions or limitations. University statements are so late in arriving that they are obsolete upon receipt. Deficit spending is not uncommon although not intentional.

Problem: To run a balanced budget with all responsible persons aware of current budget condition.

Solution: The student treasurer of the union begins an independent study project, for credit, which will lead to a new bookkeeping system.. The university accounting department resources are made available. Staff is on hand to assist as needed. The academic department provides academic guidelines. The system is implemented and after two years with minor adjustment proves most helpful, efficient, and cures the former problems.

While what might have been a staff role in some large institutions was replaced by student participation and staff function became advisory only, this example could take place on any scale whether a large or a small staff exists. Staff functioning was advisory in nature in a situation that could have been staff directed or solved.

Emphasis thus far has been on administraion, perhaps because programming is more easily thought of as student directed or implemented. Permit me, then, one final example of how shared responsibility works in a program that involves the communinty.

Given: Student desire to respond to and be sensitive to the cultural community, historically, economically and educationally.

Problem: To involve the community in traditional culture showing that it is a live commodity and not antiguarian.

Solution: Two students with combined interests in performing arts, cultural activities and crafts begin to develop a Folklife Festival. They seek and find a $1,000 grant to support their union financing. They ask for and receive one course credit in anthropology for independent study. They contact native artists, performers and craftsmen and present a two day state festival which includes: old time fiddle and banjo concerts, black gospel singing, bluegrass, blues, square dancing and clogging, story telling, workshops on music styles, shingle splitting, potting, weaving, quilting, horseshoeing, wool carding, jewelry making and other arts and crafts.

Perhaps this situation is more traditional in the sense of staff advisory responsibility and student implementation. Still, it is essential to note the parallel with the administrative problem described above as a wide variety of community input, including academics, is manifested and student initiative and responsibility is stressed.

In summary, I hope that I have been able to indicate that I believe:

A. That our buildings are vital as a learning tool in that they not only provide a place to do things but also set the tone as a people place to go to and be in.
B. That there is a student awareness of community and a need to respond to the community as it may be locally defined.
C. That governance should reflect this awareness in democratically providing community participation in determing goals and policy.
D. That the educational role of staff is shifted from an active or directive role to a more participatory and advisory function as a resource person.

Finally at a time when countless confrontations of racism, sexism, elitism, and so on attempt to polarize us, the team concept is more vital than ever. The working together in all areas of our joint responsibilities can only help us remove barriers, wash away misconceptions and build a true sense of community. Rather than dramatic change or revolution, I feel very strongly that these shifting roles reinforce, even return us to the old *living room* concept. The more we share the responsibility the more the house becomes a home. The more the house becomes a home the more it becomes identifiable part of the community. As such, it should become easier to sort out its goals, its purposes, its relationships and its reason for being.

Part Five: Of Special Interest

Academic Credit for Union and Activities Work

Randy Donant

California Polytechnic State University

It has been suggested that the world of student activity is a sandbox, pom-pom activities of yesteryear. Even if this is so, we must continue to be restless in our never-ending search for more relevance, more quality, and more challenge than these traditional programs offer. The concerns, interests, and needs of students have always been illusively changing and vacillating and they will continue to do so. As a result, our programming efforts should reflect the limitless directions and dimensions of this very complex period in history. If we are to provide a viable contribution to the many need-fulfilling areas of today's student populations, we must not only keep up with these changing interests and attitudes, but we must also develop a sense of clairvoyance in striving to understand and anticipate them.

The apparent semantic debate of whether we are student activities specialists or student development specialists has been with us for the last few years. More importantly, our concern should extend beyond the meaning of words. The question is what are we really doing? Do we indeed do anything accountable in the area of student growth or have we settled for a state of homeostasis, the comfort of repeating past successes thereby avoiding the risk of trying something new.

Coupled with these complexities is the frustration of responding to the need for appropriate student compensation. Do we cross a bridge to hourly wages, or salaries, or do we depend totally on motiviation of student volunteers? How can all this relate to student development? It appears to be a dilemma; and yet, it could be offering us the very chemistry required for constructive and creative growth for the many students we have an opportunity to influence every day. It is my feeling that the outcome could be even more dynamic and valuable a learning experience than many students ever discover in a traditional academic course in human relations alone.

Compensation and student development can be wrapped together in an academic program which is coordinated through the union programming staff. Having made the commitment to student development through programming, our professional training and expertise should not only provide us with the theoretical background but should also qualify us for providing cogent course content which is as growthy for students in relation to their volunteering commitment to union programming as it is a catalyst in increasing efficiency, creativity, and productivity in our diverse profession.

Many of us, I am sure, have approached or have wanted to approach various departments in the academic community such as psychology, sociology, and business management, encouraging them to offer courses which will supplement the associated needs of students involved in the many facets of union programming. In all probability the response by many in the academic community is similar to patenting an electric fork: a good idea but, not really too practical. But don't let this stop you. There are other alternatives. If the department head is unenthused, find an interested faculty member. Write a convincing course outline coupled with behavioral objectives. Become a teaching assistant. Establish academic credibility. Get your foot in the door and soon you may find you are teaching the course yourself. Creating an opportunity to teach is certainly not an easy one. It requires developing rapport with faculty, research, scheduling, course objectives and a method of grading. As a result of so many possible alternatives to a program such as this, time becomes an important variable which may require more patience at certain colleges and universities than at others. At California Polytechnic State University, classes such as these are now being offered by the staff of the Activities Planning Center. A variety of sections include such areas as:

A. Leadership in task-oriented groups
B. Group dynamics and interaction
C. The planning and management of union programming
D. Parliamentary procedure
E. Exploring student volunteerism in the community
F. Problems of handicapped students
G. Student involvement in university governance
H. Student involvement in student governance
I. Judicial procedures in student governance

The staff of our Activities Planning Center presents and plans these courses which, as you can see, incorporate many areas of relevance in union activities. After considerable conviction and perserverance, approval and cooperation has been gained from the University's Psychology Department. In fact, these courses can fulfill the general education requirement in psychology required for graduation.

The reaction to these mini-courses in union programming has been very gratifying. In the Spring of 1972 there were two courses with enrollment of nearly 150 students.

As Shirley Bird Perry said in her keynote address at the San Francisco conference last March, "The individual college must concentrate its efforts on student development;...it is clear to me that one single staff member can make an eloquent impact on the growth of literally thousands of students on a single campus." I feel strongly that with an approach such as this, students' needs for compensation are being met; but not in the monetary sense. Those who attend these classes are not only increasing their understanding of the multi-facets of the union field with increased creativity, efficiency, effectiveness, and possible employment, but they are also exposed to many of the practical experiences of human behavior in groups such as decision making, motivation, need fulfillment, peer involvement, and communication. From behind a misleading image of union programmers can, and should, emerge the essence of what I believe we are all about: student developmentalist.

Increased interaction, enthusiasm, and the questioning of traditionalism which these mini-courses have created prove to us who are involved with them that creative and meaningful intrinsic compensation is being experienced. This can do no less than strengthen our accountability within the entire university population of which we are a viable part.

Artist/Craftsmen-in-Residence Programs

Bonnie Fitzgerald

Iowa State University

If you would like to sponsor an artist or craftsman-in-residence program there are numberous approaches which can be taken. After surveying your budget, facilities, and college community interest, you will want to narrow down the possibilities and begin to formulate an action plan.

Here are just three possible approaches you might like to consider.

Commissioning an artist/craftsman to create a work on location.

Perhaps your union courtyard or lounge could be enhanced by a piece of a sculptor's work than to have the artist create right before your eyes.

Selecting artists may be approached in a number of ways. Students, faculty and staff should be involved in this process. One way to accomplish this is to sponsor a design contest and invite both amateur and professional artists to submit their design proposals and scale models to a design committee for selection. Financial, spacial and completion date guide lines, of course, need to be predetermined by the committee and included in the design contest information. The committee will also need to formulate criteria for judging the designs. After the design and artist has been commissioned the most exciting part of the action plan (program) is yet to come.

Living daily with the artist and his developing design will be the most rewarding portion of the program process. During his brief or lengthy period of residency awareness and appreciation of the creative process may be shared by all who come in contact with the program. Ideally the commissioned work should be completed in a public area during a time frame when the college community is present. In this way sharing and personal contact with the artist and his creation can take place in a natural, informal manner.

Don't forget to include the future college community in your program by providing a photographic and written narrative of the entire creative process through a brochure and/or display on the art work and its creator.

Artist/craftsman-in-residence workshops

The type and length of workshops is up to you. They may be held in one day, over a weekend, weekly, or in a series of sessions. You may choose to concentrate on one area or provide a broad spectrum of artists/craftsmen.

An advantage of a residency workshop is the opportunity for the student to individually participate in the creative process side-by-side with the artist conducting the workshop. They can and will learn from each other. Both will be amazed by what they can create together. One good idea feeds another.

All levels of instruction may be explored from basics to special techniques. In this way there is potential for learning and individual growth regardless of previous creative experience.

Selecting an artist or craftsman to conduct the workshop should involve considerable thought and examination of the individual's skills and ability to effectively teach others his techniques. Don't overlook your local resources, i.e. faculty and community artists, guilds, city and state arts council or agency. Matching funds are available for artist-in-residence programs through state arts agencies and National Endowment for the Arts. Once again a committee of students, faculty and staff could by charged with the responsibility of selecting an artist and assist in securing funding.

After the artist, type of workshop and funding have been determined, the detailed workshop planning begins. The elements needing to be determined are: 1. Content of workshop, i.e. methods to be introduced and materials to be used; 2. Scheduling of workshop location, meeting dates and times; 3. Enrollment procedure and fees for instruction and materials; 4. Arranging for academic credit or designating the workshop as a non-credit offering.

Now the potential workshop participants need to be informed of your plans. You can introduce the artist by means of an exhibit of his work or an on-the-spot demonstration of the artist at work in your facility. Be sure to include the artist's credentials and the workshop information in all your publicity.

Awareness and appreciation of the works created in the workshop can be achieved by displaying them in a prominent area on campus. The workshop participants and artist may be commissioned to create a work for permanent display on campus as well.

Your first artist-in-residence workshop may stimulate future workshops in similar media or more advanced techniques than previously offered. The possibilities are endless.

Artist/craftsman-in-residence—long term appointment

Having the artist-in-residence for an extended period of time such as 9—12months can be extremely rewarding for all concerned. The extension of time to create and grow within an environment will be very important to the artist in addition to offering depth of awareness and understanding to the observers. Consider the possibility of a joint appointment between the student activities program and an academic department. Such a venture will strengthen the credentials of the program and increase the planning resource pool.

Selection of a resident artist should be considered by a search committee. Matching National Endowment for the Arts funding is available for lengthy artist-in-residence programs. A primary physical consideration in selecting a type of artist/craftsman is determining what type of studio facility will be available. Will it be readily accessable to observers? Is the lighting, electricity, heating, air conditioning and floor space desirable for the creative process?

After securing the artist, studio facility and funding, a detailed plan for weekly/monthly operation must be established. Supplies and equipment should be assembled in the studio and living accommodations secured for the artist. The artist and community need to be oriented to one another. This is an must if the artist-in-residence program is to be a learning experience for all.

Completed works as well as works in progress should be on exhibit continuously in the studio and elsewhere. The artist should be encouraged to visit with community groups and academic classes regarding his work and lifestyle.

Whenever possible feedback from the community and artist should be documented. Slides and photographic files should be kept of the entire residency period. These materials along with financial and monthly summaries will enable you to compile a thorough written report of the program for future reference and planning.

Hopefully, these few comments will trigger a few possibilities for you. Artist/craftsman-in-residence programs can create a new living/learning experience for all of us.

The Arts Resource Center

William A. Yost

Mankato State College

The Association of College Unions-International's first effort to include an arts resource center in its conference was in 1971 at the Greenbrier. Again in 1972, an arts resource center was to become a viable ingredient of the conference. In 1973, however, delegates to the conference felt a void, and many came forward to acknowledge that fact. There was something missing, an arts resource center, and requested that it be reinstated at the 1974 conference. It was indeed an appropriate time to do so. The conference in Toronto brought to the surface many concerns, not the least of which were *internationalism* and *multi-culturalism*.

The arts resource center became a viable force at the Toronto conference, and was given the title of International Arts Resource Centre. Emphasis was placed on such topics as nationalism in art, Canadian artists and craftsmen, and international art movements. It should be noted that the International Arts Resource Centre did not stand alone. The conference was complimented by two additional centers which also carried forward the concept of internationalism (the Quebec and Ontario exhibits).

The thrust of the Centre was dissemination of art information. Included were the following:

A. Crafts

   1. Craftsmen each day. Demonstrations included: jewelry, macrame, pottery, leather working, enameling and weaving.
   2. Special interest sessions dealing with crafts and crafts centers. The sessions were designed for both the novice and the delegate who was already involved in a craft center operation.
   3. An exhibit furnished by the Canadian Guild of Crafts. This display was composed of 12 attractive display modules each accomodating the finest examples of professional craftmenship in Canada.

B. Graphics

   1. Posters were provided by museums and galleries throughout the United States and Canada. Others were supplied by delegates who were in attendance. The posters served as a decorative backdrop to the Centre, but of equal importance, provided delegates with information pertinent to successful art promotions and gave visitors an indication of what was happening art wise in museums and colleges world-wide.

C. Photography

   1. A complete and very fine collection of photos were made available by the George Eastman House-International Museum of Photography. The exhibit featured the works of internationally known photographers. The exhibit was given additonal depth by two knowledgeable representatives who answered questions and provided information about photography.

D. Resource Papers
   1. The Art—the hard sell
   2. Crafts—starting a crafts center
   3. Crafts—the craft center
   4. Super graphics—art even a union director could love
   5. Video as a fine art
   6. Information packets from unions around the United States.
   7. If this is Vermillion—it must be culture

E. Library
   1. The library was a potpourie of art related books, periodicals, exhibition brochures, and art bibliography listings. These materials were generously donated by COTA representatives, publishers, and other friends of the arts. The library was an ingredient that offered delegates the opportunity to get away from the rapid tempo, sit down to an interesting book or magazine, and acquire a bit of art appreciation.

F. Fine Art
   1. Throughout the center were placed several pieces of sculpture, each created by a Toronto artist. Because of their size they greatly enhanced the rather large space which housed the International Arts Resource Centre. In addition, the Arts Council of Ontario made themselves available toward providing information and assistance.

G. Special Interest Sessions
   1. Craft Center
   2. Selling the Arts
   3. Super Graphics
   4. Video—A Creative Medium
   5. Art Happenings in the Union

H. International Art
   1. Eskimo-Indian Exhibit. This exhibit was made available under the auspices of the Province of Ontario and the federal government of Canada, (The Department of Northern Development and Indian Affairs). The exhibit was a historical and technical survey of eskimo printmaking and stone carving. The presentation was accompanied by supportive literature.

The ingredients listed above were primary, however, more occurred within the International Arts Resource Centre. It was a center where people could acquire new ideas, share ideas, to others it was a learning center and a place to be enlightened.

The arts resource center, because of it's central location and wide subject matter appeal, served as a meeting place for delegates, a reception hall for honored guests and delegates, and most importantly, a place where one could gain information necessary to build a sound arts program.

A campus arts resource center would probably become a fine arts resource center inclusive of the visual arts, music, drama, and literature. A program such as this designed to feature and expose a variety of available arts in a campus community, will undoubtedly open new program areas never before imagined.

Can Union Recreation be More than Bowling and Billiards?

Jerald M. Mock

University of Wisconsin, Madison

There are several methods of creating special interest in the recreation areas of the college union. One of the foremost sources of materials is the collection in the Brunswick Corporation's *Special Events Manual.* This booklet represents a collection of activities which are designed to attract the established league bowler as well as the occasional bowler to your games area. The basic idea is to offer a special event when your regular business is less productive than usual. The special event can give the regular program a boost and kindle interest on the part of those who may have become disenchanted with the league program. The attempt, therefore, is to create extra business as well as a change of pace which may be beneficial to everyone concerned.

The key to any event is promotion. You must be willing to cover the total scopes of sources in order to make the public knowledgeable of your planned events. Anything that you dream up to get the eye of the public, regardless of how ridiculous it may at first appear, could spell success for your event.

I am not going to bore you with specific types of events which

MICROCOPY RESOLUTION TEST CHART

are available to you and of which you are aware. I would recommend that you keep some factors in mind when planning a special event:

Appeal to a large segment of the population.

Consider special interest groups—fraternities and sororities.

Respond to special causes—Heart Fund, United Fund, etc.

Take advantage of people attracted to other events—football or concert weekends.

Do not overlook the possibility of the so-called ''dead'' weekend when everyone is supposedly gone from the campus.

It is important that student leaders in the form of your recreation committee, union board, and other volunteer students be involved from the initial planning thoughout the completion of the special events you propose. These people not only represent your most effective means of communication, but they are also the ones who will staff the area voluntarily for special activities. The role the volunteer student plays is the key to the success or failure of your program.

A type of format which has proven to be successful is the late-night or all-night event in the recreation room which may be attached to a total union program such as a dance, concert, rally, or general blow-out. This consists of a series of planned competitive activities featuring each of your recreative competition sites. The program may be as simple as a bowling tournament or a combination of olympic-type events featuring table tennis, billiards, bowling, checkers, pin ball, air hockey, foosball and hop scotch. With the genuine interest and participation from your students, nothing is impossible. An excellent reference is Jack Sturgell's collection, *An Uncommon Guide to College Union Programming*, which may be obtained from the ACU–I office.

The production of added revenue is being brought into focus by the leveling off of student enrollment as well as the critical examination that the many student service fees are receiving across the nation. Therefore, it is imperative that we reduce the overhead of operation while attempting to extend quality and length of services to our clientele. For a late-night program it is possible, with the proper indoctrination, to staff the entire student union with volunteers led by one or more professional staff members. With this type of arrangement you may wish to reduce fees by as much as fifty per cent (50%), award free play as prizes, or at a very early period (3:00 a.m.—4:00a.m.) have free play on a limited basis.

The creative events available to you range from the red pin bowling to the wildest idea you may develop. You are limited only by your imagination, motivation to succeed, and the ability to promote.

The College Union and the Handicapped Student

Jim Stahl

Ohio Northern University

Goal: All facilities that are used by all students should be available to the handicapped student, regardless of expense etc. Then start taking steps to make this a reality.

A. Identify the handicapped student.
   1. Include information in catalog that program is being conducted and ask incoming student to contact director's office.
   2. Group felt it was the responsibility of the handicapped student to make known his presence and his special needs.
   3. Become familiar with the different types of handicaps and their problems. (wheel chair, deaf, blind, aged, crutches, Epilepsy, obese)

B. Adaptations for buildings.
   1. Ramps at high usage doors
   2. First aid stations
   3. Doors and door handles
   4. Elevators
   5. Rest rooms—should have stall that is 30 inches wide, also special bars, towels, light switches and mirrors.
   6. At least one drinking fountain that is lower and foot operated
   7. At least one phone that is 52 inches from floor and acessable from wheel chair (wide booth or no booth)
   8. Special parking
   9. Grading around building
   10. Warning knobs—get lost or in danger
   11. Eating facilities—handicapped should be encouraged (or allowed) to handle themselves whenever possible.
   12. Floor plan in braile
   13. Non-skid floors
   14. Controls, lights, alarms, etc.

C. Every handicapped person can do something or contribute in some way to union boards. Should be recruited.

Craft programming on a Shoestring

Sue H. Green

Western Michigan University

Every student union, however great or small, will have the need for creative and recreational activites to supplement a student's educational curriculum.

We live in an industrialized, competative country where the emphasis quite often seems to be on economic efficiency and very little on enjoying a simple, more personal way of life. To provide this activity, a craft program fills leisure time and teaches the skills of craftsmanship in workshop setting providing an individual with constructive, creative use of his leisure time.

Budgets, physical space, qualified instructors, lighting, heating, ventilation, accessibility to necessary material resources: how can a union offer this to its campus community? Perhaps a craft program developed in the following way may suit the needs of your campus.

Given two, fifteen week semesters and two, seven week short terms, a craft class program can be offered at six different time periods per academic year. Two sets of five-week sessions during the fall term, two sets of five-week sessions during the winter term, one five-week session spring term, and one four-week session summer term.

Each five-week session, a schedule of at least three classes enrolling 25 students each can be offered. Add a fourth or fifth class if your instructor's schedule permits. Usually the early afternoon and evening class times are the most popular. Mondays, Tuesdays, and Wednesdays seem to be most popular. Offer workshop or open-work time all day Thursday and by special arrangement on Friday for those who have scheduling difficulties. Pre-registration is highly encouraged so that the instructor is aware of the amount of supplies needed for each class session. A class registration fee covers the use of the tools and equipment in the craft shop. A posted list of damage charges prepares the participators for liabilities due to misuse of the shop equipment.

The materials that each person uses to complete his project are added together to assess a charge. This allows the students to gauge their expenditures and create projects that are individually their own combination of the media and materials available for each project.

Each week during the five and four week session, a different craft project is offered. Popularity of some projects dictates how often these projects should be re-offered in a following session. Seasonal specialties such as Christmas decorations and Easter projects will also influence the kind of projects offered. Class participators receive group instruction for the first 15-20 minutes of each week's class. Printed instruction sheets including the mateials needed for each project are given to each student each week. The printed sheets are excellent for a reference file.

The references supplied in class and the learning experiences have been quite a supplement to students' course offerings in their chosen academic field. Occupational therapy majors at our school have been asked by their instructors to find a minimum of two craft-oriented classes to take as a supplement to the ceramics, weaving and wood shop skills that are offered in their course outline. We enjoy having an average of 9 students from occupational therapy each five week session.

To publicize the craft classes we fill any available showcases in the University Student Center with displays of the students' craft work. The campus newspaper is used and the students returning to residence halls and apartments with hand-crafted objects seem to be walking salesmen for other students.

Campus organizations, staff and faculty groups will ask for demonstrations during their group meetings. Decide if the instructor's time permits this and charge a small fee for a half-hour demonstration if done after work hours.

Our office is filled with mobiles, wall plaques and hanging planters, and individuals who walk by are often lured in by the gay assortments of color and the motion of the mobiles. During pre-registration, students can see samples of each project offered during each particular five-week session. Materials for each project will vary in quantity and cost but a student can usually plan to spend about $1.00 per week.

When class projects are planned, the following questions must be a part of each decision regarding the projects offered:

A. Will the students like it?

B. When costs are figured, can it be made for a very minimal cost?

C. Can the project be done in a relatively short amount of time, with a minimum of difficulty, and a modest amount of challenge?

D. Are there materials and equipment available to you in your particular geographic area for this project, i.e. beach sand and driftwood for sand candles, pine cones for decorative wall plaques?

E. Are there any extreme dangers involved with the use of workshop equipment, and can your physical set-up handle large amounts of saw dust, plaster dust or the volatile smells of stains, spray paints, glues and resins.

F. Will the project be an interesting and useful addition to daily living?

G. Have you considered that approximately 60% of your participators have little or no art orientation, and the basic principles of design, color and craftsmanship will be completely new adventure for them?

The students have the energy and interest, the instructor must direct their efforts into an enjoyable and worthwhile creative challenge.

Every other semester a special interest session can be offered to create an interest for those people who might be unable to get involved otherwise. A special four-week class in macrame was offered, and we paid our visiting instructor with half the money from pre-registration fees. Special classes in needlepoint, knitting and crocheting, and terrarium planting are in the plans for future semesters.

Take attendance at the beginning of each session so that you can prepare a charge for materials used. Attendance also helps with inventory control. Materials for each project must be paid for before that project is taken from the craft room. Provide the students with a printed or posted list of rules and regulations for the use of the craft shop. For example:

No smoking in craft room.
Return all equipment to its original storage area.
Cover all liquids.
Dispose of flammable solvents properly.
Clean your area after use.
Report any damaged equipment to instructor.

Demonstrate briefly the safety procedures involved in operating electrical equipment and complicated pieces of manual equipment. Explain the use and care of flammable liquids, caustic compounds and the dangers involved in the misuse of all supplies, when they are introduced for use in a project. Power equipment should be used only with supervision. You have to understand that the majority of your craft enthusiasts have very limited knowledge when it comes to varieties of materials and their use. Don't take the spontaneity away by being too restrictive, but share basic fundamentals anytime you can squeeze them in during classroom time, or while working with an individual.

Provide a regular workshop day so that the instructor or appropriate supporting staff can supervise the use of tools and materials. Keep office staff informed of procedures so that they can cover temporarily during your absence.

This basic program in crafts is a varied offering in the manual crafts. If you have a restricted budget, your work area is small, but you have vast resources and you can improvise—by all means consider a program for your student union.

Our shop has no sink and therefore, we rely on the custodial closet across the hall (40 feet) to supply our water. We use a dishpan for a wash basin, and plastic buckets to wash paint brushes and clean water soluble items.

We have been fortunate to have help from our Snack Bar and University Food Service located in our building. They have donated aluminum pans, coffee stirring sticks for mixing paint and applying glue, plastic bags, tin foil, Saran wrap, cottage cheese containers for storage, a double burner hot plate plus many pantry items for food related projects. Pomander balls using whole cloves, arrowroot and navel oranges, baker's clay mobiles using flour and salt. The food services have been incredible.

Western's Campus Bookstore also provides us with packing and display materials such as corrugated cardboard, shredded wood and styrofoam pellets.

The only major large items we have in our Craft Shop are the following: 2 floor fans, a Dremel Moto-home Skill Saw (Model 57-2), 2 double burner hot plates an iron and ironing board, a GE portable hand vacuum cleaner, a Black and Decker variable speed sabre saw, and a Black and Decker variable speed drill. We have two push carts that we use for material storage and use as demonstration tables. The rest of our supplies include everything from yarn to art gum erasers.

Because of our lack of the large art or craft shop facility, we do not have large shop equipment items such as kilns, potter's wheels, table or floor looms. We program our projects so they include the use of coping saws, scissors, claw hammers, sanding blocks, hand files, twist drills, Elmer's Glue and craft supplies and materials within a very modest budget.

There is one instructor, and the supporting staff includes two student secretaries who each work 20 hours per week. Each week I prepare instruction sheets, samples of projects, a project demonstration, and I try to save one afternoon (usually Friday) for "brainstorming" new ideas, assembling showcases and buying supplies.

We will take special orders on craft items—only if we can't talk the people into taking crafts and creating the projects themselves.

Each student center will have individual limitations when it comes to the physical set-up of a craft area. The following should be necessary considerations for the safety and efficiency of the craft area.

VENTILATION the ventilation must be excellent. Adequate exhaust systems are necessary for elimination of paint fumes, lacquers, saw dust, plaster dust and any volatile smells.

STORAGE You should have at minimum a 10' x 10' area which can be locked for security. This area should be warm and dry (not hot) and have one area available for enclosed dust-free open shelf area for supplies such as boxes of sand, sheets of styrofoam, dried flowers, wax, hot plates, and any boxed items requiring a relatively large amount of room for storage.

One area of the room should have enough room for shelf and upright storage of all the wood that will be needed for projects.

A paint storage cabinet should be included, and should be a separate unit.

LIGHTING Must be of high quality. Especially if you have no available natural light. Our shop is housed on the ground floor in the interior of the Student Center so we have excellent artificial lighting.

WATER If the plumbing is available hook it up. Install sinks that have adequate filter traps with removable waste receptacles in the drain and a drain board on at least one side. If the water source isn't available in the room, it should at best be situated no further than 50 feet from the craft area. We use a custodial closet which does not conflict with the normal building function.

POWER Wall units need to be placed conveniently around the room. Each unit should be grounded and should be 110 volts.

SUPPLIES Purchase supplies from your closest, most convenient source. Avoid the additional expense of postage and handling that catalog houses charge. Buy only in quantities needed and stay away from sales deals that make you buy in gross quantities (unless you can use that much). Since storage space is usually limited, inventory should be kept available but not in excess.

Watch for local discount store sales items such as spray paint, masking tape, paint brushes, ribbon, dried flower, etc. All these items have seasonal promotions. Make friends with the local lumberyard and provide boxes for them to toss end cuts of wood in. Arrange at least one day a week for pick up; usually, the charge is minimal.

Identify yourself at each place that you trade, and you may want to carry a letter of introducion with you at all times in order to establish credit for your craft shop. Ask at each place that you trade if they will honor your shop with a 5, 10, or even 20% discount on items bought for class.

Also, question everything you see as a possible resource for your craft program. Never take a walk in the country or to the beach without a paper sack for collecting pine cones, dried tree bark, twigs, dried weeds and seed pods, pebbles, shells and sand.

Provide endless varieties of projects in a multi-purpose work area. Offer weekly projects within a particular framework and draw attendance by offering 5 unique projects each session.

Creativity in Union Organization

Stayton A. Wood

Mountain View College

creative man
infinite
anomie

transcends
that
which most
adjust to

to
lay back
of our finite
environment

for all
to see
—Vacanti

Creativity unlike one's best suit, is not something used only on Sundays, wedding days, and at funerals. Although a shy, illusive character that often defies definition, creativity is a concept that must be reckoned with, for its inclusion into Union programs represents their hope for future existence. To paraphrase British scientist Fred Hoyle, "The (union program) that neglects creative thought today, will assuredly have its nose ground into the dust of tomorrow." Creativity is a today thing, urgent and essential, arising out of need to see, to be aware, to respond. It is not the superficial frosting of life, but it is the process of bringing newness into life.

This process involves: *sensitivity,* a keen use of senses and perception to identify incongruities and deficiencies, *synergy,* an association of elements in a new way with the frequent discovery that the result is more than the sum of the parts; and *serendipity* an awareness of relevancy in accidental happenings. The creative process is most likely to occur among individuals open and receptive to it. Mozart, the composer and musician, expressed this feeling: "When I am, as it were, completely myself, entirely alone, and of good cheer—say, travelling in a carriage, or walking after a good meal, or during the night when I cannot sleep, it is on such occasions that my ideas flow best and most abundantly. Whence and how they come, I know not; nor can I force them." Albert Einstein also described the agony of creative thought as often being resolved in these expected moments: "...and one day, while eating an apple, the solution presents itself politely and says, 'Here I am.'."

The creative process is not easy nor always a pleasant experience however. Contrary to the opinion of many who think that the moment of creation occurs in an "Aha." instance in which all is suddenly revealed, there are specific conditions important in describing the creative person and the environment in which creativity occurs.

The French mathematician Poincare stated that "...genius is the capacity to be surprised." Eric Fromm advanced this idea in declaring that the basic premise of all creation is the capacity to be puzzled, surprised, or capable of wondering. These abilities coupled with an attitude of concentration or full commitment to whatever is being done represented to Fromm the first two essentials in the creative process. Equally important as a condition of creativeness is the development of a sense of self, the ability to experience oneself, not as a thing, but as transcending the boundaries of the person. Creativity is saying more than "I am"; it also is expressing "I am you", "I am one with the whole world."

The creative attitude is open, flexible, and independent with the ability to accept disorder in experience. It embraces tension and conflict not only intellectually, but in feeling. To be creative is to be willing to, as Fromm put it, "be born every day." Such willingness implies letting go of certainties and illusions. It means considering the whole process of life as a process of birth with no stage taken as the final stage. Creativity, according to these conditions, is not reserved for the gifted person or artist, as is commonly thought, but is an attitude which every thinking human being can achieve.

It is creativity defined in these terms that the union program can be so ideally designed to demonstrate. The implications for development are obvious. No other educational environment is so perfect for the conditions just described. No better place exists for individuals to create ways of saying: "This is me. Let me contribute through my expression of myself." Preventing many union programs from the fullest realization of this potential, however, are organizational obstacles that overwhelm union personnel and block the entry of any creative thought.

An obvious barrier to creativity in union program organizations is the excessive dependence on controls, policies, and regulations. In a recent programming workshop composed of students and staff, participants were asked for one work description of their union program. Consistently terms such as *bureaurocracy, rigid closed, inflexible, structured* were predominant. Creativity cannot flourish in such contexts. To be creative, union programs must think beyond the fixed walls of the union building and the restrictions, both in terms of policy and people, that exist there and toward the development of a sense of oneness with the campus and large community. Program organizations have to be opened up to new, fresh approaches and more varied representations of people. While it is certain that such an approach will bring complexity, diversity, and apparent disarray, a truly creative program can absorb these conditions. It even welcomes them. Encouraging creative people with what are often unpredictable, unorganized, difficult styles to participate in an organization is no easy path. It represents, however, an essential option that unions must leave open if they are to remain effective.

The truth of this point is demonstrated in the story of a union program organization that found itself bogged down in the familiar frustrations of student non-involvement and apathy. Every effort had been made to reach students, but morale was at a low ebb ditch effort, posters were placed in the union with the banner: **We Need You.** Still, no response. Late one afternoon the quiet gloom of the Program Office was shattered by three loud footsteps and leaping entrance through the door, a la Peter Pan, of a bearded less than immaculate individual (the kind who would never be given a second glance in a recruitment program) who announced in resounding tones to the startled staff: **"Here I Am.** You said you need me, so **Here I am."** It seemed that this student had seen one of the signs and taken it literally. As it turned out, this student with his exuberance provided just the stimulus needed to breathe new life into the stagnant union program. Perhaps this type of occurrence is the exception rather than the rule, but it does demonstrate something of the spontaneity with which creative people react and indicates the necessity for orgaizational structures to remain open to this type of input.

It should not be implied from this discussion that a creative union program consists totally of people behaving in spontaneous ways without any semblance of form or order. Structure is necessary—even in creative environments. The key point is where the structure is needed. For a creative program, structure is demanded at the level of setting program objectives and organizational goals, not, as is too frequently thought, in determining ways to achieve these objectives and goals. Too often, perhaps, organizations spend too much effort designing structure and little or no effort determining the need for the structure. To do so is reminiscent of the man who built his boat in the basement only to later realize he could not remove it. The structure was beautiful, but useless. An innovative program involves a carefully structured process in developing its directions, but it demands freedom in progressing toward accomplishing these directions. As Dean Koprowski of the University of Colorado indicates, "...only when an organization adopts goal definition and goal redefinition as a planned way of life can it hope to creatively experiment with the various means to achieve that goal."

Another major obstacle to creativity in union programs is the failure of such organizations to respond adequately to change, or to harbor the belief that change can best be dealt with by revising present or formulating more stifling structure and policy. Regretfully, many unions feel that the only way to solve problems in organization is more organization. As a result, the program often becomes so involved in its own procedural matters than any real effectiveness is lost. Far too many unions, also, still function as if campuses and students were unchanging, static entities while other unions are far too eager to adopt the latest fad and jargon and pretend change. Neither way is innovative. Neither reflects a real willingness to confront change, assess its validity, and move to create avenues of expression for it.

A creative program must be flexible with the ability to adopt many points of view and with the realization that real change can occur only when there is intrinsic value involved for participants. This concept of *payoff* is important in creativity, and unions must confront the whole question orewards with revised thinking. Such rewards do not necessarily connote financial remuneration. More than likely they imply the payoff of involvement in situations permitting experimentation and challenge with value to each individual. The union should not cop-out by adopting the point of view that money means responsibility and creativity. Participants seek, deserve, and must have more. Rewards constitute a complex problem, but it is a problem which every innovative program must resolve, not so much in the financial as the human sphere.

By their very nature these kinds of rewards are not always immediate, but they are lasting. One union staff member recounts with great satisfaction an incident in which he encountered in a local tavern a student who three years earlier had cast himself in a gadfly role in regard to the union program. Although the student had been very active and was extremely bright, he had constantly made life miserable for union personnel. The staff member, seeing himself trapped, welcomed the student to his table and began what he thought was to be a rather perfunctory conversation. Soon, however, the usual "Whatever happened to so and so" and "Remember such and such" conversation dissolved into the student's three years after graduation. To the staff member's discomfort, the discussion led to the union and the student's tempestuous days as a governing board member. Bracing for the worst, the staff member ordered another pitcher and steeled himself to hear yet another indictment. Quite the contrary was true, however. To great astonishment, the student recalled his great distrust, even hostility, for the staff member. He described how he had pitted himself against anything associated with the staff and had felt the staff to be "bastards of the highest degree." Time and distance had brought change, however. Recent involvement in graduate school had brought this student into situations similar to those of his union days. He found himself, now in a position of responsibility, recalling the staff member's reactions and opinions as well as the dynamics of the governing board meetings and the opportunities such meetings had provided him for expression. Almost unconsciously he was adopting these behavior with great success and satisfaction and was accepting the reactions of people with whom he was dealing. His parting words to the shocked staff member were: "For a SOB, you sure taught me a hell of a lot."

Creative people respond to an organization because it offers opportunities for personal expression and meets very personal needs, such as acceptance, belongingness, security. It was in response to needs as these that union programs developed. It is to basics such as these that program organizations must return to find the freshness of purpose they seek.

Realizing the nature of the creative process and some of the barriers to creativity within the union program does not insure innovation will occur. Action must folow; and in many cases, such action may need to be of major proportions. In his perceptive article, *Creativity, Man, and Organizations*, Eugene Koprowski cites four specific goals that organizations must pursue in becoming more creative:

A. excessive structure must be reduced to a minimum

B. the range of opportunities for individual and organization input must be increased

C. creative people must be introduced into the organization as catalysts

D. innovative behavior must be rewarded

Union program organizations would do well to adopt these goals. As a creative organization, union programs must re-examine their most basic premises in the light of the changing campuses and society within which they function; and they must react, but not overreact. Effectiveness must be assessed, extraneous structure eliminated, program directions structured, means of expression freed, some confusion permitted, creative people sought out, the uncommon in the common perceived, and a sense of new birth and life in all activities maintained.

When these steps are taken, the life giving energy of creativity can flow throughout the organization, not just occasionally, but continuously, making it possible for the union program to truly "transcend that which most adjust to". Then, and only then, can unions achieve the fullness of their promise.

Financing: Alternatives to Student Fees

William D. Scott

Director, University Center

University of Houston

The title to this discussion is one that I suspect faces most union directors today. The aspect of increasing costs, reduced enrollment, acceptance of union programs, decreased profits and tight budget controls does make this discussion today pertinent indeed. If there are those of you who are fortunate enough to not face this problem, please come forward and I will let you make this presentation while I sit down.

We all know that there are many different methods of financing the union operation. No two unions face identical problems unless it is the lack of operating money. Undoubtedly we all rely on one or more of the following for balancing the budget:

A. A standard construction fee charged back to the students. It may be construction or construction-operation according to the way the bond contract is written.

B. A union operating fee (semester-quarterly) approved by the Regents. (Sometimes with a student referendum)

C. General student fees which may:
  1. Set a percentage to union operation
  2. Standard dollar amount
  3. Awarded on budget needs of union

D. Earned income from all sources including:
  1. Bookstore
  2. Food
  3. Games
  4. Conferences
  5. Rentals
  6. Commercial

E. University underwriting some facet of operating cost based on:
  1. Union needs
  2. Contribution toward faculty/staff use of facility
  3. Contribution for official use of facility

F. Surplus funds—if you are fortunate to have such funds

Whether your union is a new or old operation, it is imperative that you establish a good rapport with the college business office. You must be able to project an image of competence, careful planning, knowledge of your needs, show innovation and good control on income services and above all, project honesty in budget expenditure preparation.

The next step would seem to be that of establishing yourself with your policy board if they have budget approval authority. The need to reflect honesty, the union needs, student participation and an open budget and records is of tantamount importance.

Usually your supervisor, whether it be Vice-President for Student Affairs or the Business area, will react exactly as to how careful the budget is prepared. Their willingness to go along with new innovations will depend on how well the recommendation is worked out and documented.

All of this budget talk is based on the need to establish rapport and confidence. Once this is done, it becomes much easier to then make requests for new innovations, to dig into previously *taboo* areas and to request assistance without much of the formality that is sometimes present. Examples:

- A. Commissions on pay telephones—unless an issue is made, the Telephone Company will mail checks direct to controller and it will be deposited into university general funds.
- B. Time deposit interest—your union operating money helps make up an amount that the college may place on time deposit. Again, unless you go after this interest money, it will be placed in the college operating funds.
- C. Rental on space used by university—Why should the university have free space in the union building which has been paid for by the students? Recognize that the university may be making other contributions to the operation.

It is suggested that you study carefully your operation and its relationship to the univeristy and its services. Two more points:

- A. An engineering estimate on utilities will save money against metered operations. Positive university service to union.
- B. The maintenance department, if classified as an auxiliary enterprise, may cost you more than to go out on bid. (We have had a ten percent raise in service cost in each of the last three years from our maintenance department.)

Let us turn now to the specific subject at hand and see where we stand. Practically all union operations must furnish some earned income and a few manage to be self-sufficient. In recent years, some of our flourishing unions (dollar wise) have fallen on hard times particularly in food service. Therefore, union operators are now looking at income items they would never have dreamed of using, i.e., pinball machines—excellent income. Abe Hesser at Oklahoma State University put fourteen machines in years ago and used to brag that it paid his rent. (See February 1974 issue of *Bulletin* to see how Maryland handles this income producer.)

To react to a recent new income source—Pennlylane Candy—it is suggested that the candy is good but it is the merchandising that sells. Max Andrews of Queens College had the service installed early, good income. Our union has used little imagination, minimum merchandising, and our sales reflect this negligence. Recently I saw what Lou Berndt of the University of New Orleans has done with Pennylane sales. Lou took a ten foot section of lobby adjacent to his information counter, planned his own layout, used the shingle idea, picked up an old glass case, had maintenance build the shelves, used student labor to paint and decorate. Result—imaginative candy sales area in a good location at low cost.

Food services as income sources have declined rapidly for various reasons, mostly spiralling cost. To contract or not to contract is the question. It is still an individual union-campus problem. The March ACU-I *Bulletin* from page story *From a Minus to a Plus* should make many unions sit up and take notice. Franchises are in competition under one roof. Good food, good services, long hours and good merchandising still pays off but not at the old retail prices that campuses have come to expect.

Games areas are still profitable if prices reflect the times and management promotes the facilities. Most games areas now augment their income with foosball, bumper pool, ping pong, shuffleboard and the aforementioned pinball machines. This paper could continue for quite a while on various methods of income producing. Instead, additional suggestions are included in the handout for discussion purposes.

Since we are concerned with alternatives to student fees and since we are well aware of the income producing, let us look at other possibilities.

The university knows that the union is the focal point for campus activities, feeding, bookstore, meeting space, services and indeed serves as the *campus living room*. It then stands to reason that a great deal of concern will be expressed by the university administration when income fails to increase, enrollment grinds to a halt and there is no increase in student fees but cost still continue to rise. It stands to reason that budget officials will be taking hard looks at methods of balancing budgets. Sooner or later we must carefully scrutinize our own situation before it is done for us.

Some states have laws (Texas) that direct all auxiliary enterprises to be financially solvent. Most states do not. Some suggestions where a mixed use of funds (state appropriated and local) are possible.

- A. The university to underwrite utilities and other maintenance costs.
- B. The placing of certain professional staff members on the state payroll. Most do serve the university community in addition to the students.
- C. Subsidize or donate to union in behalf of faculty/staff dues.
- D. Facility use-charge for all non-studeng groups.
- E. Installation of faculty club in union paid by the university.

Schools who cannot subsidize the union from state funds:

- A. Provide income from all leased services to the union operating budget.
  - 1. Bookstore
  - 2. Food
  - 3. Barber Shop
  - 4. All other commercial leases.
- B. Pay a rental for university space and services emanating from union.
  - 1. Telephone exchange
  - 2. Deans offices
  - 3. Student government
  - 4. Student life departments
- C. Share in excellence or gift campaigns.
- D. Be allowed to solicit under certain conditions
- E. Faculty/staff memberships

Let us turn now to the specific subject at hand and see where we stand. Practically all union operations must furnish some earned income and a few manage to be self-sufficient. In recent years, some of our flourishing unions (dollar wise) have fallen on hard times particularly in food service. Therefore, union operators are now looking at income items they would never have dreamed of using, i.e., pinball machines—excellent income. Abe Hesser at Oklahoma State University put fourteen machines in years ago and used to brag that it paid his rent. (See February 1974 issue of *Bulletin* to see how Maryland handles this income producer.)

To react to a recent new income source—Pennlylane Candy—it is suggested that the candy is good but it is the merchandising that sells. Max Andrews of Queens College had the service installed early, good income. Our union has used little imagination, minimum merchandising, and our sales reflect this negligence. Recently I saw what Lou Berndt of the University of New Orleans has

done with Pennylane sales. Lou took a ten foot section of lobby adjacent to his information counter, planned his own layout, used the shingle idea, picked up an old glass case, had maintenance build the shelves, used student labor to paint and decorate. Result—imaginative candy sales area in a good location at low cost.

Food services as income sources have declined rapidly for various reasons, mostly spiralling cost. To contract or not to contract is the question. It is still an individual union-campus problem. The March ACU-I *Bulletin* from page story *From a Minus to a Plus* should make many unions sit up and take notice. Franchises are in competition under one roof. Good food, good services, long hours and good merchandising still pays off but not at the old retail prices that campuses have come to expect.

Games areas are still profitable if prices reflect the times and management promotes the facilities. Most games areas now augment their income with foosball, bumper pool, ping pong, shuffleboard and the aforementioned pinball machines. This paper could continue for quite a while on various methods of income producing. Instead, additional suggestions are included in the handout for discussion purposes.

Since we are concerned with alternatives to student fees and since we are well aware of the income producing, let us look at other possibilities.

The university knows that the union is the focal point for campus activities, feeding, bookstore, meeting space, services and indeed serves as the *campus living room*. It then stands to reason that a great deal of concern will be expressed by the university administration when income fails to increase, enrollment grinds to a halt and there is no increase in student fees but cost still continue to rise. It stands to reason that budget officials will be taking hard looks at methods of balancing budgets. Sooner or later we must carefully scrutinize our own situation before it is done for us.

Some states have laws (Texas) that direct all auxiliary enterprises to be financially solvent. Most states do not. Some suggestions where a mixed use of funds (state appropriated and local) are possible.

A. The university to underwrite utilities and other maintenance costs.
B. The placing of certain professional staff members on the state payroll. Most do serve the university community in addition to the students.
C. Subsidize or donate to union in behalf of faculty/staff dues.
D. Facility use-charge for all non-studeng groups.
E. Installation of faculty club in union paid by the university.

Schools who cannot subsidize the union from state funds:

A. Provide income from all leased services to the union operating budget.
    1. Bookstore
    2. Food
    3. Barber Shop
    4. All other commercial leases.
B. Pay a rental for university space and services emanating from union.
    1. Telephone exchange
    2. Deans offices
    3. Student government
    4. Student life departments
C. Share in excellence or gift campaigns.
D. Be allowed to solicit under certain conditions.
E. Faculty/staff memberships

Other items may well consist of:

A. Union boards carefully looking at:
    1. Lack of charges to student groups for closed or profit making activities
    2. Charges assessed to games facilities
    3. Locker rentals
    4. Student offices
    5. File cabinets
    6. Storage bins
    7. Check cashing services
    8. Hours of operation
B. The union administration may be faced with the probability of:
    1. Curtailing new positions and the need to double up and not fill vacated positions.
    2. More efficiency in maintenance for curtailment of labor and materials.
    3. Reduction in travel money.
    4. Cutting outlong distance telephone calls.
    5. Substituting less expensive methods of duplicating materials with strict limit on number.
    6. Limited new equipment.
    7. No use of funds for PR or employee recognition.
    8. Curtailment on printed matter.

Every union administration owes it to the students and university administration to run a good operation, carefully representing need and guarding budget funds as if they were personal funds. If you believe there is honestly not enough funds available to do the job, face the problem now—do not budget and play the deficit game. A few unions in initial operating years have had a planned deficit but that was *planned* and approved.

Our union service is a vital cog in total service to the university community. Income and expenditures are most important but we must preserve the standard that the union concept has stood for over the years.

Discussion Supplement

This hand-out has been prepared as a guide line. Many folks in the college union field have contributed. At one point, the intent was to provide percent of income that could be expected from certain sales, the cost per square feet leasing of space, percent of return from contract foods, and other guideline factors. The conclusion is that time and information would not permit such a compilation. However, if interested in any of the enclosed, information can be provided as to contacts for in depth research.

Food Operation

To contract or not to contract, to franchise, to go management contract or to knuckle down and go it on our own. Does your college stand ready to underwrite a loss in order to have a quality food service?

A. Service areas
    1. Snack bar

  - 2. Cafeteria
  - 3. "Belly Up" bar (food, in this case)
  - 4. Seated dining—waitress service
  - 5. Rathskellar
  - 6. Vending Wall—room
- B. Types of sales
  - 1. Catering—full banquet to refreshment
  - 2. Wedding Receptions—cake
  - 3. Pastry retail sales
  - 4. Dairy products speciality
  - 5. Teas—parties
  - 6. Beer—other alcohol:
    - a. served—without license
    - b. sold

Are your food services promoted, merchandised, efficiently run and do they generate public relations?

Sundry Sales

Personal service is part of the union concept. It often becomes costly because of lack of inventory control, careless producers in handling funds and long hours of operation. Vending, tobacco, candy, etc. may provide more income and inventory control. Which best suits your financial needs and philosophy?

- A. Sales and information counter
  - 1. Cigarettes
  - 2. Pipes—pipe tobacco and pipe accessories
  - 3. Matches
  - 4. Chewing tobacco and snuff
  - 5. Candy
  - 6. Gum
  - 7. Emergency school supplies
    - a. blue books
    - b. pens and pencils
    - c. note book paper and etc.
  - 8. Limited health aids
    - a. cough drops
    - b. aspirin
    - c. anti-acid tablets
    - d. bandaids
    - e. kleenex
  - 9. Stamp machines
  - 10. Post cards
  - 11. Newspaper—consignment
  - 12. Magazines—consignment
- B. Specialities
  - 1. Penny Lane candy
  - 2. Greeting cards
  - 3. Ticket handling
- C. Gift shop

  If not in competition with union bookstore, a limited or full line gift shop may be very lucrative.

Recreation

Many recreational facilities are not promoted. They just exist for the walk-in trade. If bowling alleys are to carry their weight, they must have leagues (bread and butter money). Physical Education classes should be promoted in the morning hours, tremendous help to the volume.

- A. Indoor facilities
  - 1. Bowling
    - a. leagues
    - b. informal play
    - c. instruction
    - d. tournament play
    - e. speciality i.e. noon-hour-red-head
  - 2. Table tennis
    - a. tournaments of all kinds and varieties
    - b. leagues
  - 3. Billiards
    - a. pocket
    - b. Straight rail
    - c. snooker
    - d. tournament play
    - e. instruction
  - 4. Coin-operated games
    - a. bumper pool
    - b. air hockey
    - c. foosball
    - d. pong
    - e. shuffleboard
    - f. million varieties of pinball
  - 5. Vending
    - a. cold drinks
    - b. snacks
    - c. hot drinks
    - d. ice cream
  - 6. Sales
    - a. billiard cues—cases
    - b. Bowling balls—shoes and accessories
    - c. table tennis paddles and balls
    - d. miscellaneous supplies
  - 7. Rentals
    - a. bowling lockers
    - b. cues
    - c. bowling shoes
  - 8. Quiet games area—may not have many direct sales but traffic will promote other sales, particularly vending.
- B. Outdoor facilities
  - 1. Bicycle clubs and rentals
  - 2. Canoe—sail boating
  - 3. Spelunking
  - 4. Hiking
  - 5. Swimming—water front
  - 6. Skeet shooting
  - 7. Skiing
  - 8. Skating
  - 9. Sledding
  - 10. Horseback riding
  - 11. Sales of outdoor equipment which may be programmed.
  - 12. Sports—activity retreat facility. Any school fortunate enough to have such a facility will not only provide a wonderful service, but could be income producing.

Leased Facilities

The following might be leased on a percentage gross sales, or dollars per square foot.

A. Barber shop
B. Beauty shop
C. Foods
D. Photography
E. Travel agencies
F. Laundry pick-up
G. Shoe repair
H. Drug stores
I. Candy sales
J. Pastry sales
K. Ice cream speciality
L. Men's clothing
M. Women's clothing
N. Hobby shop
O. Gift shop
P. Flower shop
Q. Western union

Rentals
A. Bookstore
B. Telephone exchange
C. Commercial (previously listed)
D. Dances (non-university)
E. Wedding receptions
F. Conference activities
G. Commercial exhibits
H. Band clinics
I. Cheerleaders work shop
J. Baton twirling work shop
K. Guest accommodations
L. Organization files, desk, office and storage bins

Program Income

May or may not be involved directly in the union operating budget. However, the program budget must be met by:
A. Income producing
B. Allocations
    1. student fees
    2. University donations
    3. union budget
C. Gifts—donations

Income producing
A. Movies
B. Concerts
C. Dances
D. Sundry school—mini courses (non credit)
E. Travel—group
F. Ticket office
G. Bridal clinincs
H. Crafts classes
I. Certain lectures

Miscellaneous
A. Pay telephone commissions
B. Xerox machines
C. Graphics—sign printing and duplicating service. This could be augmented by commercial art and silk screening.
D. Craft shop sales
E. Lost and found sales
F. Rental lockers
G. Interest on time deposits
H. Check Cashing—5, 10, and 25 cents per check
I. Bike storage
J. Metered parking lots
K. Consulting services

The Hard Sell and the Arts

Leslie H. Moen Jr.

Mankato, Minnesota

As might be ascertained by the title of this discussion, my purpose in writing is to point out some ideas on promoting art gallery programs. I will state very simply some ideas without unnecessary rhetoric.

The most important thing you might consider while advertising your program is total cost for a program-year and setting aside printing and publicity costs for each showing in accordance with their asthetic value. In doing this you might find out which shows have their own advertising and which don't. It is not necessary to republish material already prepared.

In deciding what to spend, there are several types of alternatives which might be used. You can use one or possibly all for a special showing. This is called your marketing mix:

A. Posters; one, two, three, or four color, process.
B. Booklets with art examples, comments, statements, and information.
C. Periodic calendars, listings a numbers of shows in showing order.
D. Small flyers with brief information about showing.
E. Direct mail publication which might include all previous methods.
F. Newspapers including; college, local, statewide, and special interest.
G. Radio, television, and area event calendars on and off campus.

After you have decided what type of advertising mix you are going to use for each show, you are free to decide how to approach each particular situation. One of the most important things to remember is that the advertising used for a show doesn't necessarily have to directly relate to the subject-matter of the show. The important thing is to get people into the show, and then let them decide if they love or hate it. You need not then be controlled by the show itself, however, you should not use subjects that are totally unrelated or misleading. The point is to use subject matter that is simply graphically pleasing and eye catching.

Occasionally it is possible to use art from the show, but more often than not you may be betraying the work, especially if it is three dimensional. This is true whether it be photography, drawing, or sketches.

It is important to say again that the reason for advertising a show is to draw people in to get a taste, not to reproduce someone elses work. If you can create an advertisement that is graphically pleasing and attracts the eye, you have done your job effectively.

In creating the ad on a college campus you have unlimited amounts of talent to draw from. Your Art Department and related areas will probably have many students interested in commercial art, illustrations, and design, that would enjoy doing a piece. This will be giving them experience in publication and your gallery program a creative boost and student participation. You might even consider giving credits if possible. On special projects that require greater technical skills such as keylining, color separation, and special photogramphy, you may want to find people with those skills on campus or go to a commercial artist. When you are spending a lot of money printing, it doesn't pay to have art work that is not properly prepared. Another suggestion for your gallery is to keep a stock of materials such as letra set (press lettering), rubylith, illustration board, and related commercial products. You will save yourself money in the long run having work photo ready when you take it to the printer rather than having them do it.

If your institution does not bid out printing it is also a good idea to find out where you can get the best price, not over looking quality and cooperation. You might ask to see previous printing jobs. Many colleges also have their own printing department that shouldn't be over looked.

In selecting the type of print job you want there are many things to consider; cost, paper selection, ink color, and texture. Below is a list of alternatives you might consider:

A. Paper stocks.
    1. They come in a variety of weights. The higher the weight the thicker. Use paper that will be durable in accordance with what they will be used for.
    2. Paper finishes come in a variety for different effects, and also inks and high gloss enamels. Your textured paper selection should be made to suite ink and subject matter.

B. Inks.
    1. It is very important to use ink that is going to work well with the paper. Giving you maximum attraction to the poster.
    2. When printing colored ink on colored paper, you should first have some idea the effect the ink has on the paper. The paper can have a drastic effect on the color of the ink.
    3. When you print more than one color you should always consider the effect those colors have on each other when overlapped. They may give you an additional color.

In this discussion I have talked mainly about technical procedures. Some of which may be only a reminder. The most important thing in your program is to be as creative and inventive as possible. You should remember that whether you be in business or an art gallery, good creative advertising will always improve your program.

If this is Vermillion, it must be Culture

David J. Spatola

Cedar Rapids, Iowa

I am reminded of a small South Dakota town in the not too distant past that realized and not too late, that it had more of a stake in their cultural future than they had chosen to accept. They faced the death of a long established community concert series because a great part of their potential audience did not come to the concerts. Why? Because the students who in part, supported that series didn't feel that the concert fare was directed towards their tastes. And it wasn't. In order to save the series, the student association at the university directed the program council, a body of students charged with exploring and implementing the needs and desires of the student body in the areas other than structural classroom education, to assume the leadership and development of a new series that met with the approval of the traditional concert-goers as well as the student body. What followed is nearly the closest thing to a miracle that I have yet seen. What the student body accomplished was in fact only a simple thing that should be gospel to any group undertaking a series—knowing what your public wants and serving them just that. The problem of that South Dakota town was that people do not come to concerts out of habit.

The point here is an obvious one and leads to this proposal: There must be a common ground upon which to meet to discuss problems such as those mentioned above. Many towns are realizing that and are creating bodies to deal with such complacency. The arts council concept is catching on, with the semblence of wild-fire in many small communities in the midwest. Ten years ago there were one-tenth of the councils which now exist and thrive across this country. And what better soil to plant an arts council than that of a college community. Arts councils and colleges can mutually benefit if these simple guides are explored.

Arts Councils should:

A. Investigate the services of colleges and universities in the area. Some institutions employ special field staff to help communities in arts development. In any case, some staff members may be willing to advise and to help arrange special arts events using university or college talent. Write to the various institutions for descriptions of services.

B. Make it a point to keep close contact with the county agricultural, resource, or home economics agent in the county seat. The role of these individuals is radically changing; their activities now include the sponsorship and arranging of many kinds of community and area events. They may be a valuable link between the council and the various institutions.

C. Work with the state arts council in making contact with institutions that may provide services. Each state council knows what services are available to local councils.

D. Apply the kinds of services that may be available. These may range from special arts workshops and clinics, exhibits, contests, and conferences to touring artists, plays and group musical events.

E. Develop a seasonal program in connection with the university or college. At times a concert, play, lecture, or exhibit package may be the result.

F. Investigate the growing body of literature that may be obtained from the colleges. They have, often for loan, many kinds of books on the arts and on the various techniques of the arts. Occassionally a university will be able to lend art exhibits, materials or a library of films or plays.

G. Write to the correspondence study bureau of institutions that conduct such a branch. Often courses such as creative writing are offered.

H. Probe continuing education opportunities. Many extension departments conduct a continuing education phase that includes special classes developed in the communities. An instructor is furnished at low cost to a group of students.

I. Find out whether the local council could have an intern living in the community to work with the council on arts development. Some institutions are beginning to train arts developers and might be interested in a proposal.

J. Arrange bus tours of young people and adults to the university or college for worthwhile events. Sometimes the college will stage a special program for visitors.

Another area of importance in establishing an effective arts council within the college community is that of public relations between the city or town and the college or university. For too long the "Town-Gown" factor has prevaded many communities and has had detremental effects on the establishment of cooperative programs in the arts. My personal experience in this area goes something like this: "The college is nothing but a nuisance," "The 'U' doesn't pay taxes, that's why mine are so high," "College kids want to vote in our town but they don't want to live in it." Just a few; you've heard them before. These ideas are the fruit of some bad public relations on the university's part as well as the town's part. Neither the town nor the school could exist without the other. Further, until the school and the town realize this, neither will grow.

Quite often this ignorance is perpetuated by this single problem—neither party will take it upon themselves to talk with one another. This silent treatment can last for years and the final outcome is one of mutual resentment. Ignorance and doubt run rampant and nothing is wrought but a neutral coexistence.

As a starter the arts can provide a point of departure from an other wise troublesome problem. Art is not a panacea but is a valuable ice breaker. The students I worked with at the University of South Dakota found local school and municipal officials ready to co-sponsor events that they felt would be mutually beneficial. During my tenure at the University of South Dakota, my first approach to the city council was for matching funds to produce a performance of *Shakespeare in the Streets*. The council was suprisingly receptive to the idea and when I left the council chambers I had the assurance of the council that funds would be available for the performance. The performance, held in mid-July, brought together a collection of dogs, kids and other human beings numbering nearly 800. Everyone had an evening of balladry, ribaldry, and most of all *Much Ado About Nothing*.

The next year, as mentioned earlier, the student body, through the program council, brought the Minnesota Orchestra to Vermillion. A first and truly a unique experience for the city of Vermillion. Principals of the orchestra arrived early in the day to conduct extensive clinics for public school children and that evening a gala—perhaps the first ever—happened in Vermillion. The thrill of big city culture with such events as: The Minnesota Orchestra; the Don Redlich Dance Company; guitarist Alfred Eric Street; Abadingi, a Black Cultural Experience and many wonderful community based programs brought the city to the realization that if this phenomenon was to continue, a joint council for the arts was closely behind this cultural boom. Late in 1973, Vermillion formed its arts council. A collaboration of city and university people joined in the common cause of cultural enrichment.

I am no longer formally connected with a university. I now direct the activities of a metropolitan arts council. The Cedar Rapids-Marion Fine Arts Council is constituted largely of vital and strong arts advocates who realize the importance of the arts in the community. Through the mutual cooperation of five performing arts organizations and five civic organizations that promote the arts and the three colleges in the area, Cedar Rapids has become the leader in cultural activities for the state of Iowa. I guess it would be safe to assess their success in pointing out that I am the only full-time director of a community arts council in the state of Iowa.

The enjoyment of working in an environment such as Vermillion and later, Cedar Rapids, has meant this to me—I have watched growth. Growth between two traditional adversaries: the Town and Gown. You as college and university union student volunteers and professionals must realize the great potential in orchestrating your programs and projects with the community in which you live. You and your local town counterparts must understand that your partnership is not only essential to your mutual enrichment of the community in which you live. Remember this and you will both survive and you will both recognize that—You gotta have art.

Measuring Campus Attitudes Towards the Union

Charles M. Rausch

University of Minnesota, St. Paul

The major function of a student union is to create an atmosphere and program in which educational experiences encompass the fullest development of an individual's character, personality, and intellect.

In attempting to measure the attitudes of a campus toward the campus union/center, one first must understand that the union exists as one element in the campus mileau, in that its goal and functions are expressed within the total construct of the institution. For purposes of research, I have identified five areas of investigation—(1) the student profile; (2) peer group assessment; (3) campus union/center role; (4) student attitudes toward the institution; (5) student/faculty relations.

It is within these five areas of investigation that the portfolio of background information on an institution can be synthesized. Whether an institution is large or small, oriented toward teaching or research, or maintains a humane and personal image as opposed to one more bureaucratic and impersonal, it is an inherent expectation of all educational systems that student's behavior, attitudes, and values, will in fact, change as a result of the total experience encountered by that individual within the system.

However, before I begin to discuss methods of determining the attitudes of students toward their campus union, I would like to discuss some of my own attitudes, biases if you wish, and philosophies which form the grid work for a college union/center, and roles of the college union as they have historically been defined and ways in which the future may redefine them.

In 1959, the provocative Jacob Report directed attention to the very core of an issue which stimulated much new research in the area of student behavior and changing attitudes. The findings of this report indicated that the formal apparatus of an educational system, including its teachers and curriculum, generally have minor impact upon a college student's attitudes and values. Further research at Michigan State University indicated that informal, non-academic experiences (for at least the first two years of college) played a more pronounced role in the behavior of students than did the more formal academic experiences.

The impact of the latter, with regard to general education and the student's major, generated a reinforcing rather than modifying effect. The results of these studies and others conducted at Bennington College and the University of Chicago have led T.M. Newcomb to the conclusion that membership in a peer group "is more likely to influence directly students' attitudes than their general skills, specific capacities, or basic personality traits.

From this standpoint, it is critical that administrators recognize the inherent potential of the peer group, which may be utilized to contribute toward accomplishment of university goals. This includes a greater appreciation and understanding of the student's total environment—his out-of-class life style as well as his more formal academic profile. *The recreational, extracurricular, and leisure time activities of university students can no longer be regarded as simply fringe elements along the spectrum of educational experience. It is precisely this extracurricular environment through which peer group influence offers its most significant contributions.* The impact of the total educational environment ultimately influences the shape of student attitudes and values.

Studies which substantiate the impact of peer group influences serve to inform us of the need to increase institutional support for activities and organizations with potential for structuring student life. In order to enrich the style of student life, increase the impact of more formal academic experiences, and reduce the level of campus tensions, the university must promote the development of programs which facilitate achievement of a common institutional goal—that of developing individuals whose personalities and talents have been cultivated to their fullest capacity.

Within the structure and organization of a student union lies limitless potential for peer group development and consequent change in the patterns of student behavior and attitudes. Yet the existence of potential does not preclude its utilization, nor does change necessarily occur in the direction of desired results. *A union may become a building without a program or a program without any regard for its value or impact upon the individual's educational experience.* The union building may even become devoid of students whose needs are better served by other organizations (both on and off campus) more sensitive to the realities of student life and behavioral change may occur in a direction less supportive of university and administrative goals. Campus tensions may increase as student subcultures become more alienated and less able to observe active administrative understanding and support of their activities and programs.

On the other hand, it is my contention that our conscientious effort to prohibit the emergence of negative conditions within unions enhances progress toward attainment of common university and student goals. A firm foundation of knowledge is required of administration in the area of student needs and life-style, if there is to be hope for success in meeting this challenge.

To begin with, a profile of the particular type of student (his unique set of needs, aspirations, abilities, background, mobility, etc.) whom a union is expected to serve, must be researched and analyzed. The faculty must be encouraged to support and participate in stimulating educational and recreational student activities and programs. The reality of peer group influence must be structured to support academic as well as recreational experiences. As an administrative device to facilitate communication among institutional levels, the union acts as a buffering agent within the academic community, providing a forum where student, faculty, and public ideas and aspirations can be discussed without immediate fear of transgression.

The Changing Role of the Union

The creation and development of campus unions or student centers in American was predicated on students' recognition of the need to expand their educational experiences to include a wide variety of extracurricular activities. The necessity to intelligently organize leisure time and for the union to offer a specified location on campus, where students might have the opportunity to share common interests, served as the impetus for the founding of many campus unions during the past 75 years.

Unions were designed to offer students a place to meet, dine, and relax, as well as augment the nature of their educational experience by providing educational, recreational, and cultural programs and facilities. The source of energy which gave momentum to the union idea and perpetuated the multitude of plans and programs was student input. New avenues of exploration, creation, and role playing in programming were designed by and for students, in accordance with their particular needs and aspirations. As time progressed and more buildings were constructed and staffed by professionally trained personnel workers, the union evolved into a center for the entire academic community.

Union sponsored programs have served the purpose of promoting student-faculty interaction and exchange of information outside the classroom. Each has the opportunity of observing to a certain limited extent the life-style and norms of the other in an informally structured atmosphere. Interested faculty members are made more conscious of student values, attitudes, and extra-curricular interests, in addition to receiving valuable feedback from students regarding their own academic areas of interest.

Furthermore, those faculty members who seek outside contact with their students at the union help counteract the attitudes of many toward an otherwise impersonal system.

In the past few years, it has become increasingly necessary for unions to adapt to the exigencies of a changing role on campus, specifically where the institution exists near a large metropolitan area. The aging concept of academic community may be all but non-existent at an institution where few if any dormitory facilities are available, and evenings culminate in scenes of massive student exodus. *The commuter-institution union must be prepared to reorient its philosophy of campus community center and "living room" to one more appropriately described as the center for coordinating student-sponsored educational and recreational programs.*

Consequently it becomes essential for programmers to discard the assumption that the needs of commuter students are necessarily similar to those of the past majority of students for whom the boundaries of life stretched no further than the entrance gates of the campus and for whom the union was originally designed. In reality, the commuter student, as well as the resident student, and both unlike their predecessors, are no longer heavily dependent upon the university as the sole source for their extracurricular, academic, and personal needs. The unique organization of a student union, specifically patterned to stimulate student participation in institutionally supported events, must meet the new challenge posed by attitudes, needs, and personal aspirations of those students it is attempting to serve. This problem becomes even more crucial when one realizes that today's union stands at the edge of the campus, bridging the communication gap not only between the students and faculty, but between the surrounding community and the entire institution as well.

Although the goals of the union are many and multifaceted they can probably best be described within the fulfillment of four broad functions. The first and foremost among these goals is the creation of a testing ground for the exposure of individuals to new ideas and activities through program development with maximum provision and opportunity for input and creativity.

The union functions as an agency providing positive direction and leadership to the extracurricular life of the campus. It is representative of an organized effort to furnish students with an opportunity to assume total responsibility for program development, personal involvement, and expansion of a sense of purpose and direction. "Activities are an essential aspect of true intellectual growth by providing opportunities for the use of growing skills, the exercise of developing judgement, and the application of expanding knowledge." (Robert H. Shaffer, *Why Students Need a Union*) A second and equally important role is the existance of unions as a humanizing force on campus. This role has become increasingly important and increased in size as institutions of higher learning have shifted their emphasis toward the development of skilled practitioners needed in conducting the affairs of a complex, technological society. As such, the union serves as the place where the whole of life and not the narrow pursuit of a vocational goal is brought into focus. It is here where a realization of the quality of life, as opposed to the quantity of life, can be articulated; the inescapable interdependence of disciplines and an historical perspective shared across student-faculty lines.

The third goal is to help bridge the communication gap between the university and the outside community through public relations activities and a variety of service programs.

As the center for the association of students from all departments, union programs, productions, publications, and special interest groups form an expression of current student attitudes and values which may be conveyed to the public.

The democratic spirit and an acute sense of social and civic responsiblity can be fostered through group activities which focus upon real student representative government (e.g., the student board of union governors) and a host of community service organizations. A variety of workshop experiences to stimulate interest in the acquisition of social and practical skills and knowledge may be made available to university students as well as other members of the community. In addition, a union fine arts program can be the medium through which individuals are stimulated to share a multitude of cultural events including: musical concerts, art exhibits, films and a guest speaker series. Students may wish to invite to the union members of civic action groups and representatives of organizations opposed to each other on controversial issues to discuss and debate the merits of their respective points of view with members of the campus community. Obviously the union offers vast potential for increasing the level of communication between the student population and the surrounding community.

The fourth goal of a union is the need to recognize, research, develop, and maintain student peer groups, in order to influence student's interests and structure their environment in the direction of specified educational objectives.

Research indicates that peer group influence is the most significant contributing factor in the development of the behavior and attitudes of the final college product, more so than the impact of faculty and other variables directly ascribed to academia. The student, however, has the capacity to change his values, attitudes, and numerous other qualities initially brought with him to college. *Socialization of the young adult, one of the integrated goals of a university experience, is concentrated upon changing behavior. The conscientious professional staff of a union, whose efforts constantly bring them vis-a-vis* the personalitities of students, have the opportunity and responsibility for front line support of this crucial administrative task. By fostering development of friendship and membership group interests around the intellectual concerns of the faculty, staff members enhance the prospect of attaining a higher degree of congruence among faculty and student value systems. Campus union programs can create and facilitate extension of a common meeting ground for exploration and discussion of ideas for both students and faculty alike, through means other than traditional deliberate encounter of formal classroom structure. It is my contention, furthermore, that such activity decreases the level of role confusion, a common source of campus tension, among faculty and student populations.

Sensitive union staff members and student personnel workers can offer professional guidance in programming and counseling, in an attempt to channel individual relationships into roles supportive of societal objectives. Extracurricular activities, which further one's ability to function effectively in a group or improve upon particular skills in an area related to the educational process, are valuable experiences offered at the campus union. Staff members, capable of relating intellectually to the needs of students, have an excellent opportunity to aid in development of such qualities as effective leadership, responsibility and group motivation. Acting as advisors to clubs, action groups, and decision-making bodies, these staff members are able to gain much insight into the personal need-dispositions of students, and are often able to bring together individuals who might otherwise remain unaware of their common interests and motivations. In this manner, professional guidance may serve as the impetus to the formation of entirely new peer groups.

It is precisely at this point, through development of strong staff/student and peer group relationships, that the union makes its most significant contribution toward humanizing an otherwise vastly impersonal system. Capable and personable union staff members present themselves to students as living examples of an administration concerned with fulfilling the needs of individuals. At the union, the university's center for coordinating extracurricular activities, the needs of student and university become one. A sense of belonging and identifying with an intellectual community, which can be fostered by union effort, is a desirable guality to be found among individuals involved in the pursuit of academic excellence. It is equally essential for the ultimate survival of one of the most central features of traditional university education—association with one's fellow scholars. The union forum, where students and faculty can freely express ideas, values and attitudes, can serve as a catalyst for change in individual behavior as well as institutional policy. The union must serve as a cohesive force, cementing positive campus elements together and providing each student with a bond of mutual interest with the rest of his institution.

To effectively exercise its formal role on campus, a union must provide opportunities for expression of all student needs which have direct or indirect bearing upon the nature of the educational process. It functions as a buffer against the otherwise impersonal system. The union should offer the student a new means for succes and satisfaction in his personal life. It should attempt to demonstrate to the individual that the university is actively attempting to reach out to him, listen to his opinions, and respect his values. He must know that the union is a place where the administration is available and willing to work with him toward the solution of common problems. At the union, his individuality will not be denied.

In the past the concept of a union as the community center has been widely accepted as its most significant contribution to the campus scene. Perhaps today more so than ever, as colleges and their commuter populations increase in size and diversity, the role of community center has become a more difficult yet more necessary one to maintain. The union is an integral part of the educational program. It is an organization and program designed to meet the required needs of individuals which cannot be fulfilled by other, more specialized campus substructures. Most of all it serves to bridge the gap between academia and activities, learning and the application of knowledge, and formal and informal processes of education.

The union must begin by providing facilities and services amenable to the comforts of life which include dining, relaxation, and recreation. It must then focus upon creation of an atmosphere of belonging and welcome. Its programs should be stimulating enough to attract the interest of large numbers of individuals. It must further concentrate upon removing the barriers between student and faculty and increase identification of the student with the institution. The union program must be equipped to help students overcome the stress-producing situations created by college life during a very critical period in their personality development. A successful union is one which uses all its resources to combat the pervasive spirit of anonymity and helplessness. The union is an organization where students can realize the fruits of their labor and the results of independent decision. It is one place on campus where students, staff, and faculty can meet as equals to discuss the implications of their institutional roles and established values.

I do not wish to imply that the union is a panacea of readily available and applicable solutions to the immense problems arising from the expansion of instituions of higher education. I do feel, however, that the individual and his personal needs must remain paramount if the institution is to achieve success in its role as a socialization agent.

The Outdoor Activities Resource Center

Greg Simmons

Adams State College

Many colleges and universities with outdoor programs as part of their union programming have a facility within the union that can be utilized as an outdoor resource center. The location, the size, the contents, the funding source and the operational procedure seem to vary from one campus to another. However, the common denominator seems to be the objectives of providing a service to students and programming for the campus community.

THE FACILITY

An area within the union seems to work better than a facility within an academic building. The inter-divisional atmosphere of the union encourages use by students and staff from different academic disciplines. This concept broadens the scope of the outdoor programs and encourages mutual understanding among participants from various backgrounds. The center should be located on the perimeter of the building with easy exterior access. Double doors to the outside prove to be valuable when moving large pieces of equipment. Smells, noise, and appearance of the resource center are often a bit unusual. The smell of fiberglass resin, the noise of an electric drill and the confusion of packing for a trip should be taken into consideration when selecting a location. Dust and fumes make extra ventilation a necessity. Safety requirements ask for fire extinguishers and a flammable products receptacle. A well-lighted work area with work bench, vice, vacuum cleaner, and a collection of hand tools proves valuable. More discussion concerning the physical aspects of the facility will appear as we develop the concept of possible activities.

THE CHECK-OUT PROGRAM

The core of most outdoor resource centers is making equipment available to the student. In many cases, the type of equipment available is non-personal. It is usually the type of equipment many students would not have brought to campus. The student interest and the geographical location of the institution will determine some specialized equipment. In mountainous areas, cross-country skiis, snowshoes, climbing equipment are common. Where large bodies of water are near-by sailing and canoe equipment may be available. Sleeping bags, shelter, and back packs can be used in most environments and are, therefore, common to most programs.

It is our philosophy at Adams State not to try to supply equipment to everybody all of the time, but to make available enough equipment so that many students can be exposed to a variety of activities at low cost. There are very few measuring sticks available as to quantity of equipment necessary. This is usually determined via demand, available budget and storage space. I suggest high quality, heavy duty gear. Most people using the tents, sleeping bags and cross country skiis will be inexperienced. The more experienced outdoorsman tends to have more of his own equipment. When size comes into play, a normal bell shaped curve should be considered to accommodate most of the participants (ex. length of poles and skiis, placement of kayak foot braces, size of sky sails, frame size of back packs, etc.)

Storage of equipment soon becomes a challenge. For instance, a kayak is large, cannot be broken down and brings with it a number of other items: floatation bags, helmets, life vests, and paddles. X-C skiis means poles, wax kits, pine tar area and torch.

The rental charge on equipment should be based on original cost depreciation, needed income and the student body's ability to pay. (Please see Appendix A)

MAKE-IT-YOURSELF

The make-it yourself program in the outdoor resource center revolves around the sewing machines. Packs, gaitors, spray decks, tarps and wind pants are common items made from scratch. A variety of materials are kept on stock. 1.9 oz. ripstop nylon, coated and uncoated, and 6 oz. pack cloth are very popular. As students design their own products, a pattern file will accumulate. Commercial kits are also very popular. A mini-course in outdoor product construction is usually popular. Personnel from a local fabric shop are excellent resource people.

Fiberglass work on kayaks and canoes is another possibility. A large work area in which the object will not be disturbed is desirable. Proper tools and excellent ventilation are necessities. Cooperation with the industrai arts division may prove to be advantageous. At Idaho State, the outdoor program and crafts center share some space and equipment that is a mutual benefit for both.

USED EQUIPMENT RESALE

An area set aside for the advertisement and/or display of items students want to sell is a successful venture at Adams State. Students update, outgrow, or change equipment or just need cash. This can be done as a free service or for a percentage of the sale. As the program grows, an accounting system is a necessity.

NEW EQUIPMENT SALES

In some communities, the commercial shops do not stock the needs of the student. Such was the situation in Alamosa, Colorado three years ago. We initiated a sales program both via mail order and by stocking some items. The needs of the students were satisfied. We are no longer doing this in that the stores have responded by cooperatively stocking many items.

INFORMATION

Texts, periodicals, brochures, and a topographical map file attract many people to the resource center. Hand out material of all types is appreciated by the students. Announcements and trip sign-up sheets should be located in or near this facility. The staff is an important information resource. They should be very much aware of all facets of equipment, places to go, and outdoor program philosophy.

SETTING THE ATMOSPHERE

I.S.U. has a relaxed atmosphere utilizing comfortable chairs and couches with lots of reading material available. Utah State's facility has barn-bat rough cut lumber paneling which give an aesthetic touch. I feel the use of pictures and music creates an atmosphere that attracts students and stimulates ideas.

SUMMARY

An outdoor program needs a base. The more programming and services offered, the more students will become involved. Each institution faces a unique situation and therefore develops its own personalized center. The outdoor resource center not only supports programs and offers services, but also has a great effect on the life-style of those who become involved with it.

APPENDIX I

RENTAL PRICE LIST

	1-3 days	4-6 days	Each day }	Replacement
Avon Raft	$8.00	$16.00	$2.00	$500.00
Yellow Raft	4.00	8.00	1.00	150.00
Kayak	5.00	10.00	1.25	250.00
Back Pack	1.00	2.00	.25	30.00
Pad	.40	.80	.10	5.00
Stove	2.00	4.00	.50	8.50
Tarp	1.00	2.00	.25	12.50
Fishing Pole	.50	1.00	.10	25.00
Fishing Reel	.50	1.00	.10	18.00
Lantern	2.00	4.00	.50	20.00
Snow Shoes	1.00	2.00	.20	40.00
X-C Skiis	1.00	2.00	.25	65.00
Toboggan	3.00	6.00	.75	30.00
Ice Ax	1.00	2.00	.25	22.00

Planning a Union—Conception to Opening

Patrick B. Smith

Marc E. Tuchman
California State Univeristy, Northridge

DEFINE NEED

A. Establish an ad hoc union committee
    1. Establish goals and objectives
    2. Broadly power base (i.e., president's office, dean of students, auxiliary enterprises, physical plant, students, alumni)

B. Research present campus facilities
    1. Type (i.e., conference, auditorium, recreation, food service, etc.)
    2. Size and Flexibility
    3. Scheduling usage and accessibility to students, student groups, etc.
    4. Proximity to campus modules (i.e., resident halls, academic facilities, parking, other recreation facilities, food operations, etc.)

C. Research projected campus facilities
    1. Time frame for new facilities
    2. Type, size, location on campus master plan
    3. State and other auxiliary enterprises projections (Faculty Clubs, Alumni Centers, Foreign Student Centers, etc.)

D. Research and community facilities
    1. Sundry sales (Commerical Areas)
    2. Food sales
    3. City plan for commercial or residential changes
    4. Entertainment facilities
    5. Catering facilities
    6. Distance to campus, growth patterns
    7. Housing complexes, i.e., apartments, Greek living units off campus, residence halls

E. Analysis of enrollment trends

1. Undergraduate—fees
2. Graduate—fees
3. Married and unmarried

F. Survey university interests and needs
   1. Students
   2. Faculty
   3. Staff
   4. Alumni

G. Synthesis of data—report
   1. Professionally presented and documented
   2. Specific action item recommendation

ACTION

A. Survey—campus environment; basic research
B. Financial feasibility
C. Formal univeristy approval for union development
D. Organizational structure (three options)
   1. Continue with ad hoc committee or formalize board
   2. Stay with ad hoc committee to referendum approval
   3. Plan for permanent board structure

E. Publicity campaign
   1. Meets legal requirements
   2. Wording clear
   3. Single item
   4. Reach the majority of campus student population

G. Site selection—approval—master plan
   1. Obtain Campus Planning Board approval
   2. Center of campus
   3. Placed on master plan early
   4. Large site than needed

H. Survey results, research, and needs conceptualized to program and building concepts

ORGANIZATIONAL STRUCTURE

A. Establish role and responsibility of Union Board
   1. Philosophy—program vs. political
   2. Openness, trust, honesty between all segments of the univeristy
   3. Accountability
   4. Union concept of being together—oneness—a part of, not apart from the university

B. Administrative options for management
   1. Student government—a part of
   2. Separate auxiliary corporations
   3. Student government—independent status (contract)
   4. Auxiliary enterprises—a part of
   5. Auxiliary enterprises—independent status (contract)
   6. In all cases ultimate responsibility rests with president

C. Union Board
   1. Reporting relationship(s)
      a. Avoid split reporting to dean of students and university business manager
      b. Keep business operations, i.e., sundry sales, food service, a part of union management
   2. Appoint an individual for administrative responsibility
   3. Articles of incorporation, if incorporation is chosen
      a. State and federal tax exemption
      b. Registered as a non-profit corporation with the secretary of state
   4. Hire attorney on retainer
   5. By-laws
   6. Establish credibility with university
   7. Full-time responsibility—continuity necessary
      a. Staggered membership necessary on board so that all members do not leave at the same time
      b. By election or petition to the board
   8. Broad base of representation from university
      a. Alumni
      b. Administration
         (1) Business
         (2) Dean of students
         (3) Campus planner
      c. Students
      d. Faculty
   9. Develop liaison with central state office if state-wide system (chancellor's office)
      a. Legal office
      b. Physical planning and development
      c. Auxiliary business services
      d. Student affairs

ACTION

A. Develop interim operating procedures
B. Develop union board by-laws and/or articles, if incorporated
C. University approval of union board structure
D. Statewide office's approval of union board structure
E. Promote visability of board to campus community
F. Maintenance of good clear records and files of action taken (bind minutes)

FINANCIAL AND BUDGETARY CONSIDERATIONS

A. Financial
   1. Develop capital outlay estimate (see below) *Sample Capital Outlay Estimate*
      a. Building
   1. General work
   2. Heat, vent, and air conditioning
   3. Plumbing
   4. Electrical
   5. Elevator/escalator
   6. Fire sprinklers
   7. Building total—approximately 55% of total project funds
      b. Site work
   1. Demolition and site preparation
   2. Grading and earthwork
   3. Roads, walks, curbs and paving
   4. Utilities (outside building lines)
   5. Drainage
   6. Site work total

approximately 3% of total project funds
      c. Group I Equipment (Equipment in the contract fixed to the building)
   Approximately 4% of total project funds
      d. Total of construction costs (Items A.1.a-c)
   Approximately 62% of total project funds
      e. Fees and charges
   1. Architectural fees and commissions
   2. Contract management, construction inspection and

testing
3. Legal and federal costs, issuing expenses for bonds sale
4. Interest during construction
5. Bond reserve requirements, last principal and interest payment
6. Total of fees and charges—approximately 15% of total project funds
  f. Total of items 1-5—approximately 77% of total project funds
  g. Contigency for change orders approximately 8% of line A.1.f
  h. Project costs excluding landscape—approximately 85% of total project funds
  i. Project landscape budget—approximately 1% of total project funds
  j. Total project cost—approximately 86% of total project funds
  k. Group II Equipment (10% of building total)—approximately 6% of total project funds
  l. Requirement for cost rise at bid date—approximately 8% of total project funds
B. Bond sale documents prepared
  1. Develop official statement—should include a statement on all of the following
    a. the bond specifications
    b. Project
    c. University campus
    d. Surrounding community
    e. College community
    f. University system
    g. State conditions
  2. Develop bond resolution document
    a. Definition of terms
    b. Bonds
    c. Issuing procedure
    d. Redemption
    e. Covenants, etc.
C. Invest all funds, return should average between 8-10%
  1. Student fees
  2. Debt service
  3. Bond retirement funds
  4. Construction fund
  5. Surplus operating funds
D. Special consideration
  1. Landscape
    a. Choice of landscape architect
    b. preservation of site
    c. Removal and replacement of trees
    d. Lawns, shrubs, sprinklers, outdoor lighting
    e. 90-day guaranteed maintenance on all landscaping
  2. Group II
    a. All items not in building contract (shelving, sinks, moveable doors are included)
    b. Develop purchasing procedure
    c. Provide a place for storage either on or off campus or with dealer
  3. Interior design
    a. Screening and selection
    b. Write bid document to include:
      (1) General conditions
      (2) Areas of responsibility
        (a) General design services
        (b) Graphic design
        (c) Layout plans
        (d) Furniture design
        (e) Purchasing functions
        (f) Items not included
    c. Select designer
    d. Establish payment schedule (total usually 15% of interior budget)
E. Develop five-year operating budget—done the same time as capital outlay estimate
  1. Fees income
  2. Operating income
  3. Interest income
  4. Other income (rental, travel agency)
  5. Debt service
  6. Reserve requirements
  7. Operating expenses
  8. Personnel expenses
  9. Program expenses, monies to do some programming
F. Interim budget
  1. Research trip money (absolute necessity)
  2. Consultants
G. Operating budget
  1. Program concept budget or *cost center* budgeting
  2. Constant revision of budget
  3. Staffing cost
  4. Establishing operating expenses
  5. Establishing debt retirement
  6. Program(s) cost
  7. Contingency and reserves

ACTION

A. Develop financial data—write preliminary program justification
B. Develop capital outlay estimates
C. Review financing options—put together financial package

PROJECT DEVELOPMENT AND REFINEMENT

A. Field research—consultants
B. Rewrite program justification
C. Write project specifications
D. Architect screening and selections
  1. Names from local board of architects
  2. Presentations and bid proposals

ACTION

A. University approval of project justification
B. Central state office's approval of project justification
C. University approval of project specifications
D. Central state office's approval of project specifications
E. Architect screening, university selection of final candidates
F. President's office, statewide office, board of trustees selections of architect
G. Work with architect
  1. Submit project specifications, the bible for the development of union. This is what architect falls back on

as his job requirements, or in case of a conflict.

ARCHITECT'S WORKING SCHEDULE

- A. Schematics, approximately 7 months
  - 1. Basic concepts of your building as put to drawings
- B. Preliminary design development, approximately 3 months
  - 1. Systems check to see if schematics work (often these areas are subcontracted by the architect unless he is of an architect and engineering firm.)
    - a. Heating
    - b. Air conditioning
    - c. Mechanical—beams, stress
    - d. Electrical
  - 2. Special consultants may be needed to be hired by the university
    - a. Food service
    - b. Accoustical
    - c. Music Listening
- C. Working drawing, approximately 9 months
  - 1. Fee paid according to work completed
  - 2. Balance paid when building complete
- D. Construction, approximately 18-24 months for a building of approximately 100,000 square feet
  - 1. Change orders, contractor usually doubles this cost and charges back to university
  - 2. Site belongs to contractor
  - 3. Demolition of on-site building
  - 4. Contract management $145,000 on $7.6 million building

ACTION

- A. Work closely with architect on project
- B. Approve all schematics, preliminary program, working drawing
- C. Approve all change orders during construction

ADMINISTRATIVE OPERATIONS AND MANAGEMENT

- A. Develop all policies and procedures for new facility
  - 1. Placed in bound manual
- B. Develop first year's specific program(s)
- C. Staffing—search and hiring
  - 1. Define type of staff
  - 2. Write and distribute job descriptions
  - 3. Determine retirement plan and other fringe benefits
- D. Develop staff relationship (team approach to management)
- E. In-service training for staff
  - 1. Student assistants
  - 2. Professional
  - 3. Clinical
  - 4. All three groups together

CONSTRUCTION STAGE DEVELOPMENT

- A. Interior design
  - 1. Write specification
  - 2. Selection
  - 3. Drawing review
- B. Purchase of furnishings and equipment
  - 1. Write specifications for bid
  - 2. Special handling purchases
  - 3. Receiving and storage
- C. Inventory—placement of equipment
  - 1. Condition check upon arrival
- D. Systems check
  - 1. Building
  - 2. Management
  - 3. Fiscal
- E. Landscaping
- F. Merchandising building
  - 1. Publicity—brochures
  - 2. Open house
  - 3. Local community

Popular Concerts

MaryJo Mertens

Joseph Burch

MaryJo Mertens
University of Kentucky

What is a Promoter?

To answer the question of what or who is a promoter, you have to look at the objectives and goals of a person or persons in mind. A promoter is a person, company, corporation or whatever that is providing a service (most generally involved in entertainment) to an institution, community, or some grouping of people that are willing to pay for this service. A promoter is a seller—a Businessman. A promoter is desirous of making a profit and usually a substantial profit. This is not necessarily bad, when accepted and taken in the right context. Whether is is taken in the right context is up to you, your institution, and your knowledge and skills.

There are as many different kinds of promoters as there are organizations and people. What you get is what you choose. Therefore it behoves you to do your homework and acquire some knowledge and skills in working with promoters if this is your choice.

For a moment, let's go back and look at our institutions and our knowledge and skills in the area of live entertainment. Not too many years ago, no one would have thought that promoters would be on the college campus, let alone desiring to be on the college campus. But like everything else, this too has changed. Each of us can probably speculate why this has happened.

Before a programmer can make any kind of intelligent decision as to whether they should or should not work with a promoter, they should answer the following questions. From these, hopefully, a sound decision can come about.

Why do we program concerts? Should we program concerts? Are we duplicating someone else's efforts? Is our major purpose to make money to support other programs? Do we want to underwrite low ticket prices and any loss on concert programming?

Who do we program concerts for? Are we only interested in serving our student body or are we interested in serving the greater community around us?

What kind of programs do we want to present on our campus? Will our campus community support our concert budget in ticket sales? Are our students demanding the type of attraction that cannot be solely supported by them? Must we go to outside sources to help break even or make a profit on our shows?

Do we have the knowledge and skill to program concerts in a professional manner? Can we do a high-quality job on the technical requirements? Do we know how to successfully and efficiently promote our program?

If we decide that our concert programming is basically a service and that we need to assure ourselves of minimal financial exposure; that we are interested in programming for more than just students; and if we don't have the time, resources or expertise to do a professional job with out concert programming, then we may want to consider the services of a professional promoter.

Before it was mentioned that a promoter is a businessman, out to make a profit. This should be kept in mind in making your decision. Working with committees and the committee decision process is a foreign concept, and the promoter may not have or wish to have the time to deal in this manner. He will most likely want to move quickly on matters that committees have a tendency to *dilly dally* around with and become frustrated and irritable to work with. He is a businessman and expects to work in a business-like manner with the college representative.

If you have decided that a professional promoter is a possible solution to your problem or situation, then there are a few other questions and details you should look into.

What is the promoter's "track record"? Have you checked references? Is the promoter active in the concert business on a regular basis? Has the promoter dealt with colleges in the past? If you know the agent that normally represents the group, have you checked with the agent as to their working relationship and the agency's past experience with the promoter?

If the promoter is to use your campus facilities, are you permitted to make such an agreement according to campus policy? What are the insurance considerations? What are your costs—security, cleaning, set-up, box-office, etc.?

If the promoter is using a non-campus facility, who is signing the contract for the facility and responsible for rental and damage?

Who will pay for any applicable taxes?

Who will pay for the promotional costs?

Must you offer your students a discounted ticket? Must you offer your students preferred seating or first choice at ticket sales?

Will you be co-promoting (sharing the net profits and losses) or will the promoter pay all expenses and receive all income? Will expenses come off the top and then a split between the two parties?

The promoter will expect these kinds of questions from you, if you know what your are doing, so don't be afraid to ask. This is only the beginning. As you proceed further into discussion and negotiations with the promoter, there are still additional questions and concerns you need to deal with.

Are you prepared to negotiate a detailed contract outlining your complete relationship? Each of you know your own institution. Therefore you are best suited to come up with a contract fitting your own situation. It is suggested that you require a copy of the negotiated contract between the artist and the promoter. Sometimes the posting of a performance bond or a cash advance is requested as part of the contract to protect your interests. This is true only if you feel the need to question the integrity of the promoter or your institution requires it. This is also according to whether you control the box office receipts or not. If you are responsible for certain costs for the performance, make sure you have some protection of covering these costs, preferably off the top of the income. These costs may include the cost of facility, ticket takers, custodians, electricians, stage hands, promotion, etc. Know what your costs are and how you are going to cover them so you don't get stuck with some costs after the fact and have no way of paying them.

Usually the most difficult part of negotiating an agreement with a promoter is the decision about your financial involvement. Your agreement needs to reflect whether you are desirous of making a profit or breaking even. If you loose money in working with a promoter then you really have messed up. As indicated before, be sure and take all costs and responsibilities into consideration. You should make sure that all overhead costs are covered before anyone gets their cut of the income.

A few additional comments should be made regarding the assets and liabilities of working with a promoter. He is a professional and therefore should know all aspects of putting on the program for you at a high level of expertise that you may not have. He usually has a greater buying power and uses this advantage in acquirng the acts you may want for your campus, at the best possible price. The promoter should be a expert in publicizing and promoting a program. Therefore, hopefully, you will increase the number of prospective buyers and your selling power. He sometimes can and does eliminate unnecessary act's agency and management, the promoter has his professional future on the line. If he intends to stay in the business for any length of time, he cannot jeopardize his relationship with the agensts and managers. This is one reason why sometimes acts prefer to go with promoters rather than take risks with schools that do not approach concert production in a business-like manner. Some instituions have developed a business-like manner in producing their concerts and therefore have a reasonably good reputation in this field. They may not want or need to work with a promoter, but are aware of the viable alternative that the promoter might provide.

There are professional promoters, and there are promoters, and there are some people who think they are promoters. Beware of the last two, and do not become one of the unsuspecting programmers that become a victim of circumstance.

When you are dealing with a promoter, there is another link in the chain between you and the act. This sometimes poses significant communication problems. In dealing with a promoter exclusively one also loses the ability of negotiating for himself if he wishes to.

One cannot tell you to work with a promoter or not. This is, indeed, entirely up to you. Hopefully some of the questions and thoughts posed will help you in making that decision. As we all know, in some cases if we want a particular act we have to go through a promoter or forget about the act.

It is difficult to take a loss on a large program and many times not be able to bring the entertainment you want to the campus. However, it also is difficult to sit and watch someone else put on that program and walk off campus or out of your community with all those funds you might be able to use in non-profit programs on you campus or in your community.

We, as programmers, have to be realistic and make the decision that best fits our needs at our particular institution. Where are our priorities, goals and objectives—can we justify what we are doing and the time and the money involved? Whatever decisions have to be made, may they be pursued intellegently, honestly, and without haste.

Joseph Burch

University of Kentucky

This brief outline will attempt to review the various needs which should be taken into consideration from the viewpoint of security when planning a concert.

Purpose

The purpose of having security at a concert should be to enhance the program by providing a safe atmosphere for the audience and performers. Concert security should never attempt to control the program to meet its needs.

Relationships with police

Prior to organizing a concert those persons in charge of the production should have established communication and good relationships with the police or security personnel they plan to use in their productions. This is obviously the most important ingredient to a successful security program. A mutual understanding of objectives and goals to be accomplished will lessen the possibility of conflict during a concert performance.

Whether you are using university security police, local police or contract police they must know what is expected of them throughout the performance. The person in charge of police should be involved in the planning of the actual production and should be consulted about all aspects of the production which may affect his ability to provide adequate security.

Coordination with Security

The lines of communication that will exist during the performance should be established during the planning stage. The person in charge of security should be in constant contact with the person in charge of the production during the performance. Any unusual events that arise during the performance should be discussed between these individuals and an agreed course of action taken. All routine needs that are likely to arise should be discussed during the planning stage and a course of action by security agreed upon.

Assignment of Security Personnely

The planning should include an agreement on the number of personnel to be used and assignment of security personnel. They should be assigned throughout the facility in such a manner that will allow broad coverage of all areas of the facility. Specific responsibility should be placed on specified personnel for assigned areas and will include the ability for security personnel to respond to assist each other in any area of the facility. In this instance, adequate communication equipment is very important in large facilities especially where the sound level is high and where the audience numbers over 5,000 persons. Security personnel where possible should use walkie-talkie type police radios with ear plugs and the security person in charge should maintain constant contact throughout the performance with all of his officers.

Specific Security Assignment

The dressing rooms used by the performers should always be guarded by the security personnel, both to prohibit theft and also to keep the audience from annoying the performers prior to, during and after the performance. Specific arrangements should be made to guard against the audience rushing the stage, especially at the final stages of the performance. This occurs quite often during concerts where the performers are well-known stars and where the act reaches a high pitch in its termination. Such an event could cause injury to performers and members of the audience as well as damage to equipment. It can be stopped before it gets started by having personnel available to keep the audience from moving toward the stage and allowing it to build up. Once this type of event gets started it is very difficult to bring under control without serious repercussions such as injury or arrest.

Specific assignments should be made in areas such as concourses, refreshment stands, restrooms, both during the intermission and during the performance to prohibit activities such as drinking and drug use.

Selection of Security Personnel

Where appropriate security officers should be used to their best advantage. For instance, young officers who have a better rapport with student groups should be used in areas where more personal contact is necessary; officers from minority groups should be used in areas where they have better rapport with audience members from minority groups. Time should be taken by the person in charge of security personnel to instruct and train officers in their duties, the objectives to be accomplished in their assignment and their attitude and that officers realize that the manner in which they carry out their duties may be an important element in creating or discouraging unfortunate incidents. They should see their duties as aiding those persons in charge of the production in having successful performances.

Use of Student Ushers

Security Personnel should not be used as ushers for seating persons, mediating disputes over proper seating and keeping the aisle cleared. Many schools have been very successful with the use of student ushers. These student ushers should be trained prior to the performance, instructed to their specific duties and be placed in the charge of a student responsible for this area of the production who in turn is responsible to the production manager. In many cases it is helpful for student ushers to dress in a manner that will gain acceptance from the student audience i.e., during a rock concert where the student audience dresses casual, the student ushers should also dress casual. Student ushers should wear some identifying feature on their clothing such as colorful vests, hats or arm bands.

Student ushers should be used in areas of control of the audience where non-serious situations occur such as seating problems and maintaining the aisles clear. Security personnel can then be used to assist student ushers where persons may not respond to their suggestions. It is important to have a meeting prior to the performance between security personnel and student ushers, and to develop communication and rapport between these two groups prior to the performance. The student in charge of student ushers should maintain close contact with the officer in charge of security personnel.

Law Violations

Discussions should be held in the planning stage between security personnel, the person in charge of the production and student ushers as to proper courses of action when law violations occur. The security person in charge should point out the duties of police personnel when law violations occur and discussions and agreements should take place concerning what constitutes violations of law.

The production manager and student ushers should never place themselves, or be placed in, the position of obstructing law officers in their duties regarding violations of law. However, proper relationships beforehand will eliminate the possibility of serious disagreements during performances which may lead to greater disruptions.

Program Planning

Various aspects of the program planning have a relationship to proper security for the performance by eliminating possible sources of controversy before they are able to develop.

Reserve Seating

The issuance of reserve numbered seats rather than general admission is always very helpful in eliminating problems during the performance. Under the general admission seating plans there is greater likelihood of constant movement into different seating during the performance or blocking aisles and exit ways near the stage and of having a rush on the stage at the end of performance. Under reserved seating plans, ushers have the ability to ask members of the audiences to return to their seats when they are in a prohibited area.

Reserved seating always aids in assisting persons who have lost their tickets or have had their tickets stolen. This often is a problem during sell-out engagements and engagements involving highly successful performers.

Arrangements of Seating

Specific planning or the arrangnement of seating should take place prior to the performance from the stand point of safety, security and successful performances. Seating should be arranged according to applicable state and local fire codes so that sufficient exits and aisles are provided and maintained in case of emergency. Seating should be arranged as close to the front of the stage as is practical to eliminate large areas immediately in front of the stage which encourages dancing and crowd gathering.

Use of Alchoholic Beverages

Drinking of alcoholic beverages should be prohibited during performances. Of course some of this will inevitable go on in secret and is hard to control. Security officers should not be instructed to involve themselves in search missions which are obnoxious and perhaps in violation of proper search procedures. However, problem drinking can be eliminated by prohibiting open drinking and prohibiting persons from carrying in large quantities of drinking materials in coolers. Where persons become intoxicated and abusive to other members of the audience they should either be removed from the facility or arrested according to the local policy.

Dancing during Performance

Dancing during performances in aisles and other areas which obstruct the view of certain members of the audiences should be prohibited, especially in front of the stage. Where provisions are made for dancing during concert performances, these areas should be set aside specifically and should be arranged so that they do not interfere with the rights of other members of the audience.

Flexibility of Format of Program

The person in charge of the program should have the ability to change the format where overriding considerations make this necessary. In many instances, security personnel can advise of the attitude and mood of the audience where a change of format might alleviate possible disruptions. There are times when it may be advantageous not to take an intermission, or when an additional intermission should be taken.

Relationships with Performers

Many times the performers at concerts contribute to or encourage possible disruptions that may occur. It is always important that the performers begin the performance at the scheduled time. Numerous incidents have occurred where disruptions have been generated by the performers failing to appear on time.

The program managers should make every attempt to learn from past experience of the performers prior to their performance. They can accomplish this through contact with other members of this association or agents of the performers. By being able to anticipate problems that may occur, or which have occurred in other locations, proper advanced planning may be able to prevent similar occurrences.

Procuring, Displaying and Promoting One-Man Exhibitions

John A. McCauley

Pennsylvania State University

The following pages will consist of categorized hints, ideas, and facts concerning the process of establishing one-man art exhibits in the college union gallery. This paper is by no means a panacea to the problems facing most union galleries. It is, however, an attempt at sorting out alternatives that literally exist before your eyes. Today, most college union galleries exist on a diet of traveling exhibitions and exhibits sponsored by the art department at their respective institutions. This approach has drawbacks as well as advantages. Although it requires less time and effort on behalf of the union board or administration, it also neglects local and relatively talented artists begging for an opportunity to exhibit their art.

The personal experiences to be gained from procuring, displaying, and promoting one-man exhibitions are invaluable. This process promotes a creative and energetic atmosphere among unions willing to use it. Unlike the canned arts program so many unions are accustomed to, one-man exhibitions allow for greater flexibility. The usual pressures exerted by art departments and traveling exhibit sponsors is non-existent. The union judges who is to exhibit, the conditions of the exhibit and determines the ideal time it is to be exhibited. In fact, one-man exhibitions often promote an on-going artist-in-residence program. For if an artist is willing to exhibit, he or she is probably willing to demonstrate. Also, if the union maintains a sales policy a steady flow of exhibitors at a minimal cost could be the result. One way of building a permanent art collection for the union is to accept, in lieu of the cash commission from sales, a work of art of comparable value. These art pieces could be hung throughout the union making it truly feel like the living room of the campus.

Preparing and maintaining an on-going one-man exhibition schedule requires a definite commitment on behalf of the union. It is no easy task. But this is not to say, it is not enjoyable. One-man exhibitions allow arts programming to enter the personal realm. The union is no longer dealing with a faceless organization sponsoring an art exhibit, but is interacting with a creative individual who is as appreciative to exhibit as you are to have him exhibit.

The following information, listed in a short concise outline, will hopefully present to the reader an alternate form of programming the college union gallery.

A. Procuring Individual Artists to Exhibit
    1. Campus sources
        a. Students (art and art related disciplines)
            (1) undergraduates
            (2) graduates
            (3) continuing education or evening division students
        b. Faculty (art and art related disciplines)
            (1) full-time
            (2) part-time
            (3) in-residence
            (4) continuing education or evening division
        c. Other
            (1) private collections of university departments, faculty, and staff
            (2) free university instructors
            (3) alumni with art backgrounds
    2. Off campus sources (Local)
        a. Area art guilds or associations b. Individual art talent exhibiting at local private and public art galleries
        c. High school art instructors
        d. Adult education arts and crafts instructors
        e. Senior citizens
    3. State-wide sources
        a. Who's who in american art (listed by states)
        b. Art fairs or festivals
        c. Craft fairs
        d. ACU-I regional artist listings
    4. National sources
        a. Art periodicals
            (1) Craft Horizons
            (2) Art in America
            (3) Art News
            (4) Art Gallery
            (5) Museum News
        b. Museum mailing lists
        c. Mailing list of national art associations
        d. Association of College Union-International

- e. National Entertainment Conference
- 5. Managerial considerations
  - a. Necessary Correspondence
    - (1) initial artist contract
    - (2) request to exhibit
    - (3) confirmation letter
    - (4) pre-exhibit request for promotional material and price list for insurance purposes
    - (5) thank you letter
  - b. Artist Contract (not to be used without author's permission) "The undersigned hereby agrees that a fifteen percent cash commission be assigned to the Graduate Commons for any art works sold as a result of exhibiting in the Commons area. All monies obtained in said manner will be used exclusively for the purpose of building a permanent art collection for the building. The artist may, in lieu of a cash commission, donate an art piece of comparable value which is deemed acceptable by the Manager of the Graduate Commons.

    In exchange for this cash commission, the Graduate Commons staff will assist in displaying the exhibit, prepare biographical material and press releases, prepare insurance lists and provide insurance coverage, prepare price lists, and handle all transactions with the prospective buyer.

    The amount of the commission shall be 15% of the total sales computed on the day following the removal of the exhibit. All monies derived from the sales (minus 15%) shall be paid to the undersigned artist at that time."
  - c. Insurance Rider (not to be used without the author's permission) "The undersigned artist (exhibitor) hereby agrees that the conditions of insurance coverage, as stated below shall be in effect during the display of their exhibt in the Graduate Commons Gallery of the Pennsylvania State University, and further acknowledges that any and all claims of loss and/or damage shall be subject to these provisions:
    - (1) the total sales value of the exhibit shall not exceed a maximum of $10,000 without explicit written approval of the Manager of the Graduate Commons.
    - (2) any loss or damage to an art work valued at $50 or less shall not be covered by existing insurance.
    - (3) reimbursement for loss and/or damage to a piece of art work on display in the Graduate Commons Gallery of the Pennsylvania State University shall be payable to the artist according to schedule.
    - (4) if a loss of more than one art piece occurs, the policy will cover their combined value according to the reimbursement schedule.
  - d. Budget Requirements
    - (1) initial cash outlay for preparing gallery space
      - (a) sculpture stands
      - (b) partitions
      - (c) display cases
      - (d) props for display
    - (2) supplies
      - (a) wire or monofilament line
      - (b) hooks
      - (c) nails
      - (d) pliers, scissors, screwdriver, wire cutter
    - (3) cost of artist receptions and special effects used (slides, tapes, music)
    - (4) worktime of personnel
      - (a) secretarial
      - (b) maintenance
      - (c) janitorial
      - (d) professional staff time
    - (5) incoming monies—cash commission from sales
  - e. Problems
    - (1) theft
      - (a) the primary problem of a college gallery
      - (b) you can offset theft by making the atmosphere of the gallery as cordial and as professional as possible
      - (c) try to maintain only one exit and one entrance to your gallery
      - (d) security guards are an expensive proposition
      - (e) insurance costs are minimal and are usually in the $50 deductible category
      - (f) a good burglar alarm system at a low cost
      - (g) know the high risk areas of your gallery e.g. if something is stolen, from what part of the gallery is it likely to be stolen?
    - (2) cancellations
      - (a) select alternate exhibits in advance
      - (b) allow at least two weeks lead time for press releases and publicity
      - (c) know the places you can get an exhibit quickly
      - (d) have a "contract" available that each artist signs prior to exhibition
    - (3) storage space
      - (a) needed for exhibits waiting to be hung and picked up by artists
      - (b) art exhibit supplies and equipment
- D. Displaying a One-Man Exhibition
  - 1. Areas of display
    - a. Lobby
    - b. hallway or corridor
    - c. Attractive meeting room or lounge
    - d. Dining area
    - e. Outdoor covered courtyard or patio
  - 2. Types of display materials
    - a. Panels
      - (1) plywood
      - (2) masonite
      - (3) pegboard
      - (4) structure
    - b. Display cases

- (1) flat
- (2) shelved
- (3) plastic bubbles
- c. Sculpture stands
  - (1) plywoods
  - (2) solid blocks of wood
    - (a) railroad ties
    - (b) logs
    - (c) barnboards
    - (d) driftwood or weathered wood
  - (3) bricks
  - (4) painted cinder blocks
- 3. Art of display
  - a. Props for Display
    - (1) dried flowers
    - (2) rocks, pebbles, stones
    - (3) shells
    - (4) velvet cloth, burlap, corduroy
    - (5) sand
    - (6) sawdust
  - b. Lighting
    - (1) good lighting will not cast shadows and should be incandescent
    - (2) fluorescent lighting is advisable only if it is indirect
    - (3) direct east or west sunlight should not reach art work
    - (4) display cases should be lighted so as not to cause unnecessary glare
  - c. Hanging an art exhibit
    - (1) keep hands clean when hanging exhibit art works should be hung at eye level
    - (2) small three dimensional pieces should be displayed in glass display cases
    - (3) large three dimensional pieces should be displayed so people can walk around them
    - (4) prior to hanging each piece of art, the piece should be dusted and if glassed it should be cleaned
    - (5) prints, paintings, and photos are usually equipped with hook, let it be known to the artist that you expect all works to be exhibited, ready to hang
    - (6) know the strength of your hanging materials
    - (7) label each work, preferably in the lower right hand corner
    - (8) be creative when hanging an exhibit; traditional methods, such as hanging in a straight line and at one level, tend to become monotonous; try backdrops and hanging pieces in natural groupings
    - (9) work with a committee or individually but work with the artist
    - (10) you can hang a show with monofilament line, braided wire, or wire hooks
- C. Promoting the one-man exhibition
  - 1. Local and campus newspapers
  - 2. Hometown newspapers of the artist
    - a. Press Release Accompanied by Photograph
  - 3. Posters and flyers
  - 4. Send invitations to those individuals on your mailing list
  - 5. Relate exhibit to events on campus, seasons, holidays
  - 6. Gallery talks or lectures by the artist
  - 7. Plan to have an "opening" with the artist
  - 8. Audio tape coordinated with exhibit
  - 9. Rear view projection equipment (about the artist program)

Programming Short Courses, Informal Classes and Free Universities

Sally Ann Giese

University of Wisconsin, Madison

Introduction

Learning opportunities. That's what we are talking about. Reaching out to share what we know with others, and to learn what the other person already knows is a process that is growing in importance as a part of contemporary life. No doubt books could be written in an attempt to explain why this is happening. Answers are as numerous as opportunities to learn. Let it suffice to say that the trend is with us, and that it is having a growing impact on the direction of college union programming.

College unions are responding to the need for learning opportunities in many different ways. Establishment of a free university or mini-course program is one. An outgrowth of the free speech movement, the free university concept has taken root in increasingly diversified ways across the coutry. The mini-course concept is a more structured attempt to complement the traditional academic curriculum. Both types of programs can be tremendously successful if properly organized and carried out.

That brings us to the inevitable question: how to do it. There is a basic structure to the organization of all such programs, within which each sponsoring agency must make specific decisions and answer specific questions. "Yes," you decide, "we will pay our instructors." But how, and how much, and why. For each program, the decisions and answers will be different. There are no set rules on how to do it. What there is, is a list of decisions that must be made and alternatives from which to choose.

What follows is such a list. It can be applied to all types of learning opportunity programs. Hopefully, it is close to complete; though the demands of a particular situation may give rise to considerations that are not mentioned here. In any event, it is a place to start planning. Use it as a tool to think about what alternatives in organization will help give you the best possible program in your situation to meet your goals.

A final note. Whatever kind of learning opportunity program you decide to do, start small. No matter how well organized you are, unforeseen difficulties do arise. It is much easier to solve problems on a small scale and learn from experience as you build and expand your program. As it is true that what works in one community will fail miserably in another, it is also true that what works on one scale won't work on another. So, learn as you go and as you grow. After all, learning is what life is all about.

Description of Free University and Mini-Course Programs

(Free University programs are also called experimental colleges; mini-course programs are also known as short courses and informal classes.)

A. What a free university program is:
   1. A philosophy about education and learning
   2. A process of bringing together those who want to teach and those who want to learn.
   3. An opportunity to create alternative learning and sharing situations

B. What a free university program isn't:
   1. Structured
   2. Restricted to traditional teacher-student roles
   3. Restricted to traditional subject matter
   4. Checked for required attendance
   5. Registration and tuition fee required
   6. Graded and accredited
   7. Limited or restricted in terms of
      a. Who may teach
      b. Who may participate
      c. What may be taught

C. Where a free university program is found:
   1. Community
   2. Student government
   3. Special interest groups
   4. Union program boards

D. Responsibilities of sponsoring group
   1. Gather together a listing of courses and who will teach them
   2. In some cases, find places for the courses to meet
   3. Put the information together
   4. Get the information out to the people
   5. Evaluate the program

E. What a mini-course program is:
   1. Administratively structured
   2. An enhancement of the college curriculum
   3. An opportunity for self-development in a particular interest area
   4. In most cases, registration and fee required

F. What a mini-course program isn't:
   1. A Free University
   2. An opportunity to earn degree credits
   3. A lecture series
   4. A limitation-less program

G. Where a Mini-Course program is found:
   1. University extension
   2. Public school systems
   3. Technical, adult, and vocational schools
   4. Art centers
   5. Craft cooperatives
   6. Union program staff
   7. Special interest groups

H. Responsibilities of the sponsoring group
   1. Develop a budget
   2. Decide what courses to offer
   3. Recruit instructors and assist them in planning their courses
   4. Make arrangements for meeting space and materials
   5. Publicize the program
   6. Plan and supervise the registration process
   7. Supervise the program while it is in progress
   8. Evaluate the program

But...

Be free to develop the unique program that is right for your needs

Give the people what they want and need

Experiment in developing programs somewhere between the two types

Do them both, at different times and for different reasons

Remember that what works in one situation won't work in another. Take ideas and suggestions from programs on other campuses, in other communities. Then evolve your own program based on your unique experiences and needs. Start small and grow larger as you learn, solving problems, realigning priorities, and finding new directions as you go.

What's a Program Like This Good For?

A. For the instructors:
   1. Learning and refining teaching and communications skills
   2. Meeting new people
   3. Finding out what college students are really like
   4. Sharing their knowledge about favorite skills and subjects
   5. Developing a feeling of self-worth
   6. Exploring methods of organizing subject matter
   7. Sometimes, learning to work with and within a complex organization
   8. Developing self-discipline
   9. Gaining personal, internal rewards
   10. Earning money, in some cases
   11. Learning new skills, ideas, and facts

B. For the students:
   1. Pursuing a special interest

2. Learning something completely new
3. Meeting new people
4. Being exposed to new ideas and viewpoints
5. Learning to demystify real-life subjects like auto repair
6. Gaining skills with which to live more effectively in the real world
7. Learning how to use leisure time constructively
8. Taking a course the college doesn't offer
9. Taking a course no college anywhere offers
10. Enlarging and rounding out college experiences
11. Satisfying curiosity
12. Learning by doing
13. Discovering how to relax
14. Finding self-satisfaction

C. For the college union or other sponsoring group:
   1. Being able to offer the people an experience they really want
   2. Bringing together many kinds of people
   3. Earning money, in some cases, to support other programs
   4. Complementing the academic curriculum
   5. Making more extensive use of facilities
   6. Offering new opportunities to meet new people
   7. Teaching ways in which people can use their leisure time constructively
   8. Offering opportunities for self-development
   9. Giving people unique learning experiences
   10. Involving the entire union staff in the program

How Can a Learning Opportunity Program Fit into the Union Structure?

A. Some ideas on financing:
   1. A simple free university program, sponsored by a volunteer group might cost one to five hundred dollars. Most of the cost goes for a brochure or flyer to advertise the program.
   2. Some free university programs must pay for overhead: rent, telephone, postage, office supplies, and so on. Their incomes are from such sources as student government grants, tuition fees, donations, fund-raising projects, and benefactors. Budgets for these programs can range from one hundred to four or five thousand dollars.
   3. Mini-course programs can earn money that can be used to support other programs and projects.
   4. When you are deciding how to finance your learning opportunity program, brainstorm all the possibilities, listing the advantages and disadvantages of each. The budget may come from student activities fees, be self-supporting, or become a revenue producing unit for programming or operations. If there is uncertainty, start out with a small budget and see how it works. If it does, fine. If it doesn't, learn from your experience and choose a more suitable alternative.

B. Some ideas on staffing:
   1. Free university programs can be planned and executed by a small group of dedicated volunteers, such as a programming committee or autonomous group. As it grows in size and complexity, it may become necessary to include wages for one, two, or three part-time coordinators in the budget.
   2. Mini-course programs demand an incredible amount of time to administer properly, because of their complex structures. The coordination of such programs must be primarily a staff responsiblity. Another possibility is to hire a staff coordinator on a part-time basis. Then wages can be paid from the program's income, thus lessening the burden on the full-time staff's time. This arrangement makes the growth and diversification of the program more feasible.

C. Some ideas on decision-making responsibility:
   1. Obviously, one person should have the authority to make emergency on-the-spot decisions. This person should be the program's primary coordinator. His or her responsibilities and authority to make decsions should be clearly understood and agreed upon by all those involved with the program.
   2. As much as possible, make group decisions and recommendations. Solicit the opinions and advice of students, staff, and participants in the program.
   3. Administrative planning such as reserving meeting space, supervising registration and keeping the communication going is a good job for one or two coordinators. Evolving long-range goals, establishing program policies, choosing courses, and so on should involve the ideas and opinions of as many people as possible.

Drawing Up a Budget: Who Pays for What

A. Budgets can take an almost endless variety of forms. Don't try to take a budget plan from another program and try to make it work for you. Budgets are highly individualized for specific programs and situations. You must develop your own.

B. Should you win, lose, or draw? Learning opportunity programs can make a profit that can be used to support other projects and programs. If expenses out-distance income, either you'll have bill collectors at your door, or other programs will suffer. You can budget the program to break even. Then it will not suffer if other areas do poorly, nor will the lives of other programs be dependent on its success.

C. There are five basic areas of expense
   1. Overhead (rent, phone, office supplies, duplicating, etc.)
   2. Coordinator's salary (volunteer, part-time assistant, staff)
   3. Publicity (brochures, flyers, banners, newspaper ads, posters)
   4. Instructor's salaries (volunteer, percentage of tuition, per hour, lump sum)
   5. Materials used in courses (cost of materials is included in the tuition fee)

D. There are four basic areas of income
   1. Support grants (activities fees, union program funds, benefactors)
   2. Tuition fees (per course, donations, fee to register)

3. Fund raising activities (coffee houses, benefit social events)
4. Union operation support (room, staff time, etc. for which charges are not made to the program)

E. For your program
1. Start by determining whether you need to break even, make a profit, or can afford to show a loss.
2. Determine your expenses, keeping them as low as is practical to maintain a quality program.
3. Determine how much income you must have to reach your chosen figure in the balance column.
4. If you are charging tuition, set the fees appropriately; if not, find the necessary financial support elsewhere.

Finding Ideas for Courses

A. A grab-bag of sources
1. Read Jack Sturgell's *An Uncommon Guide to College Union Programming*
2. Look at newspaper articles to discover what people are concerned about
3. Contact your college's art departments
4. Talk with people in your outing program
5. Haunt art exhibitions and demonstrations
6. Contact craft co-ops
7. Collect brochures describing seminars and institutes
8. Ask for ideas from your staff and students
9. Keep tabs on what special interest groups exist in your area
10. Are residence halls doing programming of a similar nature?
11. Collect art show catalogues
12. What is the college extension offering? the technical school?
13. Ask students to fill out a questionaire
14. Ask everyone you know for their ideas
15. When you are evaluating the program, ask for new ideas
16. Write to other college unions and free universities for ideas
17. What's becoming popular? Ballroom dance? Yoga? Streaking?
18. Find out what student organizations and other special interest group are doing
19. Collect newspaper ads about clubs, instructional programs

Deciding What Courses to Offer

A. Free University Programs
1. This topic is generally not of concern in planning, since a free university acts primarily as a listing service for those who want to teach. The Free U does not censor by choosing to list one course and not another. A Free U may choose, however, to exercise some discretion in its listings in order to protect the participants from instructors whose motives are not in keeping with the Free U philosophy.

B. Mini-Course Programs
1. Find out what topics are popular in your locality
   a. Send out a questionaire to your staff, students, and faculty
   b. Find out what art courses in the college are most popular
   c. Determine the success of past programs on similar topics
   d. Keep abreast of local trends of interest
   e. Record a list of the most popular courses in last semester's program
2. Determine whether you can gain access to adequate facilities and equipment for the course (for example, potters wheels for ceramics, a place to hold an auto repair course)
3. Can you recruit good instructors for the subject?
4. Recognize whether or not the course is economically feasible for the program and its participants
5. Can you meet the enrollment demand for a particular subject?
6. Is there demonstrated interest in the subject?

C. What audience is your program aimed at?
1. Students
2. Students' spouses
3. Faculty and staff
4. Faculty and staff spouses
5. The college community, by your definition
6. The people of the town
7. Younger people
8. Older people
9. Craftspeople
10. Outdoors people
11. Children
12. Some combinations of the above?

D. What interests are you trying to satisfy?
1. A beginner's interest in ceramic techniques?
2. An established photographer's desire to explore a new use of the media?
3. Curiosity about a local popular leatherworker?
4. A student's interest in low-cost cooking?
5. A septuagenarian's interest in local history?

E. Do you want a balanced program?
1. Something for the beginner
2. Something for the experienced
3. Something for craft-oriented people
4. Something for the seeker-of-the-unusual
5. Something of interest for people with differing life styles
6. Something practical (income tax, home repair)
7. Something foolish and fun (clowning, kite flying)

F. Do you want to aim your program at a specific group?
1. Children
2. Commuting students
3. Older students
4. Married students
5. Women
6. Recreation enthusiasts
7. History buffs
8. Craftspeople
9. Minority groups

G. The final list of courses you decide to offer should show that you have thought about the considerations listed above, and have arrived at some kind of answer for each of them.

Recruiting Instructors

A. Another grab-bag of sources
  1. Write letters to the faculty in art, law, history, business, etc.
  2. Ask students and staff if they know of potential instructors
  3. Clip newspaper articles about local experts
  4. Consult the Yellow Pages
  5. Visit craft co-ops
  6. Call craft guilds and organizations
  7. Contact local businessmen
  8. Check out student employees
  9. Find out who has exhibited in local art shows
  10. Use resources that have been utilized by other programming areas
  11. Contact special interest groups
  12. Determine if anyone on your staff has a special skill
  13. Ask everyone you know to give you any ideas they have
  14. Keep an eye on newspaper ads
  15. Be open to people who come in and say they want to teach

B. When you find someone who might be interested
  1. Contact them immediately
  2. Explain to them what the program is and how it is organized
  3. Tell them what is expected of instructors
  4. If you are uncertain about their experience and expertise, ask them
  5. You may decide to ask for references
  6. Consider drawing up an application-to-teach form for potential instructors to fill out
  7. Explain how you can help them in organizing and conducting a course
  8. Tell them about financial arrangements for instructors fees and materials they might need
  9. If they are no longer interested or are unavailable, ask if they know someone else who might be interested

C. Don't be pressured into accepting poor instructors. Do offer a chance for those without experience to prove themselves, perhaps by being assistant instructors.

Getting the Instructor Organized

A. Have an initial meeting with instructors
  1. Explain the goals of the program
  2. Describe how the program is organized
  3. Explain your role
  4. Tell instructors what is expected of them
  5. Tell them what they can expect of you, what you can and cannot do to help them
  6. Describe your concept of their course
  7. Tell instructors whom to contact for help if an emergency arises during a class meeting
  8. Questions the instructor will probably ask
    a. Do I get paid for teaching?
    b. Who arranges the meeting space?
    c. Where will the course be held?
    d. What do I do about materials?
    e. Can I have a handout duplicated?
    f. How is the tuition fee for my course determined?
    g. How long should my call be?
    h. What aspects of the subject should I cover?
    i. What kind of people will sign up for my course?

B. Consider creating a Course Information form. This might be several pages long. The instructor fills out two copies, one to keep and one to give to the program coordinator. The instructor will probably need the coordinator's assistance in filling out some of the sections of the form.
  1. The form should have sections in which to describe and explain the following
    a. Course titles
    b. Instructor's name, address, phone number, and social security number
    c. The course description to be used in publicity
      (1) Subject matter to be covered
      (2) Manner in which the subject will be presented
        (a) Lectures
        (b) Demonstrations
        (c) Independent work by the participants
      (3) Any particular emphasis on subject matter
    d. Any prerequisites required
      (1) Level of interest
      (2) Previous knowledge of the subject
      (3) Necessary preplanning on the student's part
    e. Number of sections the instructor is willing to teach
    f. Number of total instructional hours required to teach the subject
    g. Instructor's preference and limitations on dates and times
    h. Minimum and maximum enrollment limitations
    i. Handouts the instructor would like to have duplicated
    j. Materials the student is expected to provide and approximate cost
      (1) Where the materials can be purchased or obtained
    k. Materials provided by the instructor
    l. Materials included in the tuition fee
    m. Meeting space and equipment requirements

C. Keep in contact with the instructor while his or her course is in progress so that problems may be resolved as they arise.

D. Attend a course meeting to see first-hand how well the course is progressing.

E. When the course is finished, ask the instructor to evaluate his or her experience and make recommendations for the future.

Financial Arrangements with Instructors

A. Meet with your personnel officer to determine the feasibility of paying instructors
  1. Paying those on other college payrolls
    a. Student employees

b. Civil service employees
c. Faculty
d. Staff
2. Paying those who are not connected with the college
3. How to best administer payments
4. Labor union considerations, if any

B. Is the payment an honorarium wage, or something else?
1. Social security
2. Withholding tax
3. W-2 forms

C. Should instructors be paid at all?
1. Answer this on the basis of your budget, goals and philosophies, and practical considerations.
2. All instructors can be paid.
3. All instructors can be volunteers.
4. Some can be paid; some can be volunteers.

D. On what basis might you decide to pay some and not others?
1. Some want to be paid; others do not.
2. Some have very specialized skills.
3. There are legal or administrative difficulties in making payment to some.
4. Some may profit in other ways from teaching.
5. Those teaching free courses might not be paid.
6. Business representatives might not be paid.

E. Determining the amount of payment
1. The instructor receives a percentage of tuition fees collected
a. On what basis is the percentage set?
b. Who controls the tuition fee charged and enrollment limitations?
2. Per-hour wage rate
a. On what basis is the per-hour rate set?
b. Who has the authority to raise the rate?
c. Are there merit or longetivity raises?
d. Is the rate the same for all instructors?
e. Is preparation time paid for?
f. Is overtime covered if the class runs longer than scheduled?
g. Will there be reimbursements for expenses?

F. Who has the authority to make decisions about paying instructors?
1. Review policy with appropriate groups and individuals.
2. Have the policy approved by the appropriate group.

G. On what ground might payment be withheld?

H. Write a contract or letter of agreement with the instructor.
1. Write it in detail, specify the financial agreement.
2. Specify any other necessary expectations of the sponsoring group and the instructor.
3. When will payment be made?
4. Will there be payment for a cancelled course?
5. Will there be payment for overtime and preparation time?
6. What period of time is covered by the contract?
7. Have two copies signed by both parties, one for the instructor and one for the program's files and records.

Where to Hold Classes

A. The college union building
B. Other campus facilities
C. Residence halls
D. The instructor's home or place of business
E. The great out-of-doors (specify a place to meet)
F. Community facilities
G. The college union's kitchen
H. Whereever the necessary resources are to be found
I. How to choose which one
1. What is most convenient for the participants
2. What has adequate storage facilities
3. What has the necessary equipment and supplies
4. What is big enough or small enough
5. What has good lighting
6. What has the proper atmosphere
J. Experiment
K. Go outside
L. Go into the community
M. Go into homes
N. Increase utilization of your facilities

Providing Duplicated Handouts

A. Duplicating written materials
1. At whose expense are written materials duplicated?
2. Who makes the necessary arrangements?
3. What are unreasonable demands?
4. How much lead time is needed?
5. Are there any copyright considerations?

B. Is it acceptable to require a textbook or other publication for participation in the course?

Materials Needed for the Course

A. Resources already owned by the sponsoring group or the program
1. Blackboards and easels
2. Sound system
3. Projectors and screens
4. Surplus materials from previous programs

B. Resources owned by the instructor
1. Materials or equipment loaned to or used in the program
2. Materials the instructor is willing to donate

C. Materials provided by the students
1. Craftshop permits
2. Special clothing, such as leotards or smocks
3. Craft materials, such as ceramic tools, cameras, fabric, and so on
4. Special materials or equipment, such as sewing machines or skis

D. Materials included in the tuition fee, such as clay, darkroom chemicals, and so on

E. In all publicity materials, clearly specify who provides what
1. List what is included in the tuition fee
2. List what the student will need to purchase and approximate cost
a. You might want to suggest where the materials can be purchased

F. Purchasing materials

1. Use purchase orders
2. Have the instructor purchase the materials
   a. Reimburse the instructor upon presentation of receipts

G. Determine who will retain surplus materials and equipment purchased for the course

Who May Register for the Courses

A. Members of your organization
B. Students
C. Faculty
D. Staff
E. Spouses
F. Anyone in the community
G. Some combination of the above
H. Will the tuition fees be different for students and non-students?
I. Will there be a registration preference period for students?
J. Will there be a quota for non-student registrations?
K. Are there specific groups of people who may not register, such as children?

Mechanics of Registration Process

A. Free university programs

1. Most need no registration at all.
2. If there is a tuition fee, it is often paid directly to the instructor.

B. Mini-course programs

1. Registration is probably the most difficult aspect of learning opportunity programs to administer. There are few rational alternatives from which to choose. The main consideration is to make the process as quick and simple for those registering as possible. You might take into consideration some of the following ideas.
2. When registration begins, people come in and fill out an application card. They turn in the card with the tuition payment and receive a reservation in the course. A receipt may be given which might include a notation reminding them of when and where the course starts. They might also be required to self-address a blank file card which could be used to notify them of any changes in scheduling or other publicity. This form is mailed in along with the tuition payment. You might also require a self-addressed, stamped envelope to be included for return of a receipt or other confirmation. Mail-in registration must be accepted on a first-come, first-served basis. When courses are filled, checks can be returned or refunds can be made.
3. Long registration lines should be avoided. Consider setting up different registration stations around the building. One station for craft courses, another for cooking courses and so on.
4. It is always good to have extra help during the first week or two of registration. Unless the program is very small and not well known, there will always be more than one person can handle.
5. If you decide to give priority to students in registration, establish a preference period of one or two days during which only students may register. After that, registration may be opened to others.
6. Try to keep registration open longer during the first week.
7. Detail the registration process, times, and places very carefully in publicity.
8. You might give preference to mail-in registrations.
9. Have knowledgeable, well-informed registrars who can answer specific questions about courses and the program.
10. During registration, make it clear which courses are already filled. Explain any changes in scheduling.
11. Take waiting lists for filled courses. If someone later wants to sell his place in a course to someone else, you will have some names to give him. You might also consider attempting to open additional sections to meet the demand.

Timetables and Brochures

A. This kind of publication is the single most valuable tool for advertising and promoting the program. Make it as professional and aesthetically pleasing as possible. At the same time, keep the cost low enought so that it can be widely distributed and shared with others.

B. Places to distribute the brochure

1. The college union building
2. Other campus information centers
3. Businesses that are heavily patronized by students
4. Residence hall front desks
5. Faculty mailing
6. Establish a mailing list of those who request to have the brochure mailed to them

C. Information to include in the timetable

1. A brief overall description of the program, its philosophies and goals
2. A person and phone number to call for questions, information and suggestions
3. Detailed registration information
   a. Who may register and at what times
   b. When registration starts and the hours it is held
   c. Where registration is held
   d. Information on mail-in and phone-in registrations
   e. Information about refunds
   f. A statement on whether or not registration is required
4. A table of contents
   a. Consider grouping the courses by general interest area headings
      (1) Fibres and textiles
      (2) Three dimensional crafts
      (3) Visual expression
      (4) Mind and body awareness
      (5) Outing and games
      (6) Tours
      (7) Food and beverages
      (8) I'd Rather Do It Myself
5. Each course listing should have detailed information
   a. A complete and accurate course description

  b. Any prerequisites required
  c. Schedule of the courses
    (1) How many sessions long it is
    (2) What day of the week it is held
    (3) What dates it is held
    (4) At what times the sessions start and end
    (5) Where the course is held
    (6) Who the instructor is
    (7) What the tuition fee is
    (8) What the enrollment limitations are
    (9) What materials are included in the tuition fee
    (10) What materials the student must purchase separately and their approximate cost
    (11) Any special clothing or equipment that is required to participate
  d. Any additional learning opportunities offered by the sponsoring group
  e. Detailed registration information and a mail-in application forms, if you use mail-in registrations
  f. A description of the program's budget sometimes is appropriate
6. Forms that the timetable might take
  a. A booklet
  b. A folded poster
  c. A brochure
  d. A newsprint newspaper
  e. A scroll
  f. A decorative pop poster
  g. A calendar
  h. A section in a larger publication, such as a guide book or complete description of the entire sponsoring group's program

Advertising the Program

A. Timetables and brochures
B. Flyers
C. Posters
D. Demonstrations, such as ceramics demonstration
E. Giant banners
F. Newsletters to specific groups (married student housing, residence halls)
G. Radio spots
H. Advertisements in campus newspapers
I. Video tape presentations on public access cable television
J. Guest appearances on local radio and television talk shows
K. Feature stories in campus and community newspapers
L. Faculty mailing
M. Announcements in other college union publications (calendars, employee newsletters)
N. Displays of items produced or used in courses
O. Information booths
P. Blow-ups and one-sheets
Q. Carry-over
  1. A little effort exerted one semester will carry over into other semesters as word of the program spreads and people start looking for announcements of the coming program.

Evaluations

A. By those involved in planning and executing the program
  1. Write up an outline of aspects to be evaluated.
  2. Gather the appropriate people together, from programming and operations.
  3. Share your reactions and suggestions.
  4. As a group, formulate some directions, goals, and changes for the future.
B. By the instructors
  1. Ask them to evaluate various apects of the program
    a. Meeting space, facilities, equipment and materials
    b. Communication with coordinator
    c. Quality of students
    d. Attendance problems
    e. What they would do differently next time
    f. What they did that worked well
    g. Any particularly rewarding experiences they had
    h. Any complaints, or problems that were not solved
C. By the students
  1. Ask them to evaluate their experiences
    a. Why did they take the course
    b. How and when did they learn about the program
    c. Where is a convenient place for registration
    d. What hours are good for registration
    e. Reactions to the registration process
    f. What new courses would they like to see offered
    g. Specific comments about the course they attended:
      (1) Instructor
      (2) Facilities
      (3) Size of the class
      (4) Tuition fees
      (5) Materials
D. Use of evaluations
  1. Planning better coordination of operational aspects of the program
  2. Planning future course offerings
  3. Identifying and retaining good instructors and courses
  4. Identifying and eliminating poor instructors and courses
  5. Planning better, more effective publicity
  6. Improving the course format
  7. Identifying reasons for attendance problems
  8. Streamlining the registration process
  9. Maintaining a high level of instruction
E. Evaluation mechanisms
  1. Try some evaluations at random while the program is in progress
  2. Do a thorough evaluation at the end of the program
  3. Contact students by phone or mail
  4. Write letters to the instructors asking their reactions
  5. Bring evaluation forms to the last session of each course
    a. Have the instructor read them and then return them to you

Maintaining a High Level of Instruction

A. Assist good instructors in pursuing other opportunities.
B. Do not retain poor instructors.

C. Realize that when you are paying instructors, you may have to pay more to attract and retain good instructors.

D. Carry out suggestions made in evaluations

E. Keep a businesslike and friendly attitude toward the instructors with whom you are working.

Is This a Program or a Business?

As a program expands in size and popularity, this is a question you might have to think about. This is especially true if the financial life of instructors or of other programs depends on the success of yours. There is no general answer to this question, but thinking about it once in a while will help you keep your program and its goals in realistic perspective. There is a potential for revenue production with this type of programming; and in this day, it's something to keep in mind.

Variations on the Theme

A. Learning opportunity programs can be varied to suit the needs of the audience you have. If you think through your limitations and assets carefully, it should not be difficult to tailor a program to reach one or more specific groups. Ask these questions:

1. What is the level of interest of the group?
2. When do these people have free time to attend a course?
3. How much free time do they have?
4. What kinds of things are they interested in?
5. How structured a program will they need?
6. How big should the program be to meet the demand, without being too big?
7. How large can the program grow without taking too much space and too much administration time for the return? There is an optimum limit.

B. These are some of the groups for whom you might want to create a program:

1. Children in the university community
2. Minority groups
3. Women
4. Two-year program students
5. Commuting students
6. Professionals and graduate students
7. Spouses in the university community
8. Underprivileged high school students
9. Prison inmates
10. Children in detention homes
11. Handicapped people
12. People living alternative life styles
13. Alumni in the community
14. And many more...

Some Ideas for Further Resources

There are thousands (at least) of learning opportunity programs in progress all around us. Every one of them has good ideas and examples from which to learn. It is to your advantage to collect information about other programs and to correspond with other program coordinators.

Here are a few places to start:

High school programs
West Interim Study Experience
Madison West High School
30 Ash Street
Madison Wisconsin 53705

Experimental colleges
Circus Notes
Experimental College (sponsored by Associated Students)
c/o 207 Hub
University of Washington
Seattle, Washington 98195

Autonomous programs
Denver Free University
1122 East 17th Avenue
Denver, Colorado 80218

Heliotrope
21 Columbus
San Fransisco, California 94111

College union short course programs
Guy S. Millberry Union
500 Parnassus
University of California Medical Center
San Francisco, California 94122

Texas Union Informal Classes
University of Texas at Austin
Texas Union
Austin, Texas 78712

Mini-Course Program
507 Memorial Union
800 Langdon Street
University of Wisconsin-Madison
Madison, Wisconsin 53706

Publications

Free University Directory by Jane Lichtman, Published by the American Association for Higher Education One Dupont Circle, Room 780 Washington, D.C. 20036

Publicity and Promotion

Hal Weiner
University of Texas, Austin

Program Communication

Publicity is a developed program of communication intended to promote the interest and participation of individuals. As a process, it informs, sells, educates, clarifies, exposes, excites, and involves. It serves as the vital link between the planned program and program response. Depending on the quality of the program, publicity can be one of the prime determinants of the success or failure of the program.

Publicity as a program

"Getting the word out" is a major part of the program planning process. Just as the actual program has been developed and planned, so should the publicity thrust. Hastily prepared, ill-timed publicity can be as ineffective as a program planned in the same manner. On occasion, an event may have so much potential appeal that adequate publicity may consist merely of word of mouth. Other times, the program may be so new and unheard of that it is necessary to organize a full-scale publicity campaign to generate interest and enthusiasm for the event, giving the potential audience at least some idea of the nature of the program. However, most of the time there is existing and abundant interest on the campus for just about any type of program, and the task lies in tapping that interest through interesting and high quality publicity methods.

Response to Promotional Methods

Promotional techniques, whether in the form of posters, banners, flyers, ads, etc., will evoke a psychological response before the reactor even thinks about the message being communicated. The best publicity is that which is clean, readable, attractive, and informative. Super-artsy graphics are nice and colorful, but the purpose may be lost if one can't tell fairly quickly what the program is. A flyer or poster that is scruffy-looking, unpleasing to the eye, poorly designed, or badly printed may be a detriment to the program rather than an aid. The character of the publicity, whatever it may be, reflects the quality of the upcoming program in the eyes of the person reading or hearing the publicity.

Considerations for Publicity Thrust

A. *Appeal:* Who is the program and publicity for?

B. *Timing:* When should publicity be released? Should it all go out at once, or certain kinds at special times? Which days are the best for campus newspaper ads? What are the time considerations for ad deadlines, poster designing and printing?

C. *Location:* Where are the traffic patterns? Are any areas being left uncovered?

D. *Type:* Will flyers alone work? Ads? Is the program of sufficient expense and importance to warrant radio time?

E. *Information:* How much should be printed on the publicity? How Little? What is printed perfectly clear?

F. *Manpower/coordination:* Who will be responsible for doing what and when?

G. *Anticipated Response:* Is printed material done graphically well enough to attract attention? Will it stick in people's minds?

H. *Budget* Will the projected response be worth the amount of money expended? Is a sufficient amount of money being spent? Is the total publicity budget a realistic one?

Highest Degree of Effectiveness

The most effective approach to publicizing a program is through a variety of methods that will work well together and complement each other. These methods would include very straight, readable forms; interesting, eye-catching forms; a possible audio-visual experience; and a fresh, new, creative approach. These may exist in the way of graphics, displays, live exhibitions, and objects not usually used for publicity, but related in some way to the program.

It should be noted that because of the vast differences in constituency, size, location, and level of student involvement, there is no real one sure way to publicize an event that would work on every campus. Each school should carefully investigate and evaluate those methods currently being used in addition to potential methods to develop a clear understanding of the appropriate approach in which to evoke the highest level of response.

Creative Publicity

Enthusiasm and interest are much more easily generated if a creative approach to publicity is used. Unique, fresh, and clever methods of promotion are usually more fun, will rally more support in terms of manpower, and if done in a sophisticated manner will sell almost any program. It is indeed important however, to be able to differentiate between a clever idea and a trite one.

The Most Common of Publicity Techniques

The following are methods used most often that work the best for publicizing programs:

Newspaper Ads. Depending on the circulation, readership, and quality of the campus newspaper, it can be one of the best ways of getting the information to the greatest number of people on a dependable, regular basis. Newspaper ads can be of considerable expense, but may be crucial if the program is fairly large scale and is depending on income, i.e.: concerts, films. Many times, the amount of advertising necessary in the newspaper will be proportional to the responsiveness of the newspaper staff in reporting the events as news items. Advertising in local newspapers may be three to five times as expensive and is usually only worth doing in cases of large community-involved programs where the income return is essential.

On placing ads:

A. Submit typed copy to the display advertising office as soon as possible to assure getting a good location in the paper. Deadlines are usually 2-4 days ahead of publication time.

B. Copy should include name of program, time, date, place, admission price, sponsoring committee, and any other appropriate information.

C. Other information accompanying the ad should be size of the ad, who to contact in case of a question, and the date or dates the ad is to appear.

D. Include any glossy photographs or art work along with instructions on reducing or enlarging. Ad mats for many films, concerts, theatrical events are usually provided by that agency. Beyond that, there are several places to send off for film ad mats, which are provided free.

E. Price of the ad is computed on the basis of so much per column inch. For example, if the advertising cost is $2.00 per column inch, an ad that is 3 columns wide by 6 inches will cost $36.00.

F. Pictures can also be cut out of film catalogues and used in the ad.

Newspaper Stories. There are distinct advantages to building close relations with members of both the campus newspaper and city newspaper staffs who are responsible for those stories either in the "amusements" or "fine arts" section of the newspaper. A personal rapport built up with those individuals can help to insure success for many programs. One should meet with the proper individuals periodically (it may mean once every six months for the campus newspaper) not only to meet new staff but also to keep a certain amount of facial contact going with those with whom you continually deal.

When sending in information for a possible story, as much information as possible should be included as well as any glossy photographs. When programming large acts, a press kit is usually sent including much printed information which can be sent off to the newspaper. In the case where there is no printed information, one can write up a press release for distribution to all media.

Preparation of News Release:

A. Typewrite; double space.

B. Use 8 1/2" x 11" letterhead paper.

C. Keep copy clean

D. Put your name and subject heading (slugline) at upper left.

E. Leave upper 1/3 of first page blank except for listings in No.4

F. Indent paragraphs.

G. On upper part of pages following page 1, repeat slugline and page number.

H. Avoid:
   1. splitting words at end of line
   2. breaking sentences from one page to next
   3. breaking paragraphs from one page to next

I. Add the word MORE at the bottom of each page of story that continues to another page.

J. At end of story, write an "endmark" traditional marks are "30", @' or K. Edit and proof all copy before turning in; be accurate.

Public Service Announcements. Certain FCC regulations allow radio stations to make public service announcements about programs and events in the community. PSA's should be sent in to the proper radio station at least two days prior to the time that you would like the announcement to be made. Whether or not the announcements are actually made and the amount of times that they are made is somewhat arbitrary. However, if the effort is made to get to know the announcers personally, one stands a much better chance of getting things aired and with greater frequency.

Public service announcements should be:

A. Typed double spaced on clean letterhead paper.

B. No longer than two or three sentences listing the bare facts.

C. Listing who to contact for further information and where to contact.

D. Sent no later than 2 days prior than the day you wish announcement to be made.

E. PSA's should be sent to all media. Newspapers, upon receipt of a PSA, will often contact the appropriate person for a follow-up story.

Radio Advertising. For very large programs where a large response is needed for revenue purposes, radio spots are a worthwhile way of advertising. Commercials are made up by the radio stations themselves and are purchased in terms of length and amount of spots. Prices differ from station to station—the greater the listening audience, the more expensive the spots. As a rule, the more spots that are bought (usually sold in 30 or 60 second segments) the less expensive they are individually. FM Stereo rock stations seem to be the best to advertise on. Sometimes record companies who represent a particular artist will buy the radio time for you.

Posters.

Linoscribe Posters. One of the most underrated means of publicity is the linoscribe poster (14 x 22 colored board with very straight block type). In many cases they are thought of to be unattractive; however, their lack of expense and their clarity to get the information across make them one of the most effective means of promoting a program. The fact that linoleum block printing can be used along with the letters allows this process to be fairly versatile.

A creative touch such as using linoleum block design and/or clever spelling of certain words can make linoscribe posters attention-getters.

Offset Lithography. Posters printed on offset press or methods and are very useful for large amounts of posters. The main advantage of multilith posters is the photographs and colors can be used in making for one of the most attractive kinds of publicity in combination with the advantage of mass distribution.

The printing of offset posters requires a "layout" consisting of type, drawings, or photographs. Since this procedure is extremely complex, especially when two or more colors are planned, designing a poster of this nature should be left up to a graphic designer.

Silkscreened Posters. Posters made by the silkscreen process can be the most colorful and creative way of promoting a program. The advantages of silkscreen posters are its low cost, the quickness in which posters can be made, and the fact that students can be involved in the making of the posters. A disadvantage is that it may be difficult to get enough people to spend the required hours to produce a poster.

An arts and crafts center staff can be trained in the silkscreen process and then be able to offer it as a service. The process does not require a lot of expertise to do simple posters; one may enlist the aid of arts students to help initiate the process into the program.

The most popular of silkscreen processes is the photostencil process. This process involves the photographing of a design (photograph, drawing, finished artwork, etc.) by a commerical printer or lithographer in which the image is transferred onto a large sheet of photographic film This film is then used to transfer the image to a specially treated stencil film which is adhered to the screen and is used as the stencil.

Paper for posters can usually be ordered through paper companies or commerical printers.

Flyers. Dittoed, mimeographed, or multilithed flyers can be effective if they have a specific place to go, i.e., people's mailboxes, hands, etc. Otherwise, the saturation of flyers on most campuses seems to be more of a waste of paper and has been shown according to surveys to be one of the lesser effective means of transmitting publicity.

Publicity Distribution

Traffic patterns should be studied to determine the main traffic flows on the campus and standard areas for display should be developed as an area to put posters and flyers.

An organized manpower system should be used for making sure that every poster or announcement gets put up in regularly designated areas. Good posters are worthless if half of them end up sitting on a table in the program office. A check-off list should be posted denoting area of responsibility (PSA's, posters, flyers, ads, etc.).

A certain amount of sensitivity should also be maintained toward the paper shortage and certain ecological principles.

An effective system of distribution should be set up utilizing:
Residence halls
Large apartment complexes
Married student housing complexes
Hallway bulletin boards in classroom buildings
Commercial establishments
Other possibilities which depend on campus regulatons can be phone poles, posters tied around trees with string, etc.

Burnt Offerings

Logos— a logo is a trademark or symbol that is constantly associated with a product or an event or series, i.e., the logos used by Campbell Soup, ABC or NBC on television networks. These should be used on all visual publicity materials.

Development of **mailing lists** built around different subject areas, i.e., interest in films, plays, sports programs, art shows. Send out brochures, leaflets, etc. May use metal plates or xeroxed labels.

Coffee cups printed with campus related promotions to be used in vending machines. The same type of thing can be done on napkins and place mats, knives and plastic forks. Vending companies may do it without charge to the campus. It means good publicity to the vending company. Contact the college food service for further information.

Record companies will supply biographies and **records** of the group or individual who will be performing. Play them on campus or local radio stations. Feature their records within a display in the union.

Agencies will supply **press kits** which may include photos and reviews of the group performing. Persons may contact campus and local newspaper editors for stories using such kits.

Arrange **radio previews** either through interviews or a recording of the group aired on local radio and TV statios one to two weeks prior to the event. Replay many times during the week of the event.

Use **teasers** in the form of ads, posters, buttons, pins, radio announcements, newspaper ads, etc., to begin a program publicity campaign.

Silkscreened Teeshirts. Teeshirts are screened much in the same way as posters and have proven to be one of the most popular ways of promoting anything. The teeshirts can be purchased on a quantity-discount basis at most surplus stores or from a distributor. Much attention can be gained by simply having the performer or group in an 8 x 10 glossy enlarged and screened onto 25 or 50 teeshirts that could be worn by students with great frequency.

HUMAN RESOURCES

Artists. The need for clean, high-quality graphics demands that people with artistic ability be involved in the designing of materials, especially the more complex and high-quality calendars, posters, brochures, etc. These should be kept on as high a professional level as possible. Most campuses have a publications office with a staff of full-time artists who design materials for the school. In most cases these people can be commissioned to do graphics work for the union. If this is not possible, then depending on budgetary limitations, an outside agency may be the correct direction to take.

For posters, smaller brochures, short-range calendars, and multi-quantity flyers, a group of competent arts students can be maintained who will do the work for a fee much less than professionals. If a graphics curriculum is part of the art department, it is possible to work with a faculty member on assigning his students graphic design projects in which the publicity material is designed at no cost, and the student receives academic credit, as well as printed work in his portfolio for it.

Printers. Because of the expense of offset printing, one should carefully investigate prices of printing in the area to find the least expensive printer who can still offer a sufficient degree of quality. One can find a hole-in-the-wall printer whose prices are far below the more popular ones and who at the same time can offer quicker service.

The Faculty. The role of the faculty in programming is one of extreme importance. Not only is the faculty a resource for programs, but can also serve as a resource for promotion of events. Many campuses have a faculty mail system where a flyer or announcement will be sent to every faculty member for a small fee. For symposiums, lectures, films, and other academically related programs, special mailings can be sent to faculty members who teach courses related to that specific subject and will request their students to attend that program. Involving a faculty member in any aspect of a program will help in the promotion of it. If he or she is enthusiastic about the program, there's a good chance that the enthusiasm can be transferred to many other students in the classroom.

Campus News Service. Most schools have a campus news service that is responsible for sending out information to local media. A good relationship with the appropriate people will result

BEST COPY AVAILABLE

in much of the information regarding the more significant programs being sent out as a free service.

OTHER RESOURCES THAT CAN OFFER ASSISTANCE IN PUBLICIZING:

Campus public relations staff

Communications, speech, business, and advertising departments

Audio-visual services

City convention center

Chamber of commerce

Campus and local bookstores for record displays, book displays

Arts and crafts center

Other local merchants

During some other programs on campus, preview a film or play a record of the group that will be playing on campus.

Use **buttons** to advertise a program or series. Sell buttons as tickets and admission to an event. Sell weeks in advance to expose event to campus.

Bumper stickers— silkscreened. Slogans, program names, etc.

Create a core group of individuals who have information about the project who will then speak to campus groups. This immediate contact in which questions can be answered is more time consuming, but often the most productive, i.e., recruiting for volunteer programs.

Print up colorful **bookmarks** with advertising about a service available (i.e., draft couseling) or a series (concerts or films).

Make **table tents** of advertising to place in eating areas and reading lounges around campus.

Classroom **blackboards** can be used to advertise upcoming events.

Contact bookstores to have **displays of records** or books by individuals coming to campus to speak or perform.

Use large surplus **weather ballons** with advertising on them to create interest in an area or a display.

The **campus newspaper** can be one of your best forms of advertising both from ads that you purchase and also feature coverage about upcoming attractions. It is important to develop a good working relationship with the newspaper staff. Possible incentives may be in the form of a few well-placedfree tickets for events you would like reviewed.

Use creative **video tape commercials** played around the clock on monitors.

Put large signs and **banners** on **automobiles** and park them in prime locations in parking lots on campus.

Have an art student do a large **chalk poster on a sidewalk** at a prime time in the day so that there can be an interchange visually and also between the artist and interested students or have a chalk-in for everyone—just provide free chalk—be sure that it can be easily removed.

Create **satellite ticket booths** around campus.

Involve committee members or theatre arts students by having hem "in **COSTUME**" passing out information about the event. Or ask to use their costumes (be sure to clean them when done so you can do it again).

Paste contact **PAPER FOOTPRINTS** on the sidewalks with nformation on the specific event or place the footprints in such a manner that they lead to the event area itself. You could have hese slogans printed up as you would bumper stickers and stick hem on the sidewalks. These could also be chalked on the sidewalk. Be sure the chalk is easily removed with water. Test it before you start.

Utilize areas on **CONSTRUCTION FENCES** for posters or have a "paint-in". Attach used plywood to chain link ask the contractor to do it for you.

Use **display cases** for a program or series of programs.

Realizing that some posters will become wall decorations in student apartments, make the rounds several times before the event to hand and **rehang posters** to insure adequate publicity.

Contact your machine vendors and staple some **free tickets** to some packets of potato chips and have them distributed throughout the campus. This creates interest and talk, you may get a news story out of it.

Set up a **tape recorder** or **record player** in a specific area and play upcoming work of an artist who will be appearing on your campus soon. Also include an appropriate display while the record is being played.

lucky ticket drawing at major athletic events; give out tickets to future games or concerts in conjunction with half-time activities.

Use **sandwich boards** to publicize the events. Hang them on people and have them walk around campus.

Obtain **empty drug capsules** and stuff them with messages and slogans and spread them around campus.

Sky writing. It may be possible to rent a skywriter and publicize big annual events in the campus community.

Give out **free tickets** to upcoming events with purchase of records of that artist at local record stores.

Make the event publicity a **living thing** that carries through the theme of the event, ex.: people in costume parading through campus prior to a Renaissance Fair.

Be sure to **leaflet all lines** on campus. Registration lines, food lines, theatre ticket lines, lines to get into the bookstore, and lines to get into lines.

Have special **fortune cookies** made up with information regarding upcoming events.

Ladies room journal. A weely newsletter containing information about upcoming campus events that is placed on the back of ladies restroom doors.

Be sure to advertise through **on and off campus housing** in the restrooms especially if they are communal restrooms in the lounges. Check with housing officials before putting up.

Co-sponsor programs with other campus groups as this will enable you to make use of the other group's manpower and will increase the possibilities of greater dissemination of information for your specific event.

Give away posters or book covers in advance of an event or series of events, in place of calendars.

Have **blotters** printed up with yearly or semester activities printed on them. Give them away by having local businesses purchase the ad space sell for 10¢ and generate revenue.

For a specific event such as Culture Week, ask the food service to feature a specific kind of **food item** to publicize your event.

Pocket Calendar— have calendar of upcoming events printed on cards with academic year calendar printed on the other side. The event side would include categories such as athletics, cultural events, films, concerts.

Set up a **call-in taped calendar.** Publicize a phone number that could be called night or day containing a recorded message of current events, times, where to get tickets, etc. This tape would be changed as events change and would provide a great service to the community.

Inserts in campus newspapers and local newspapers. Season subscription announcements or campus big event announcements could be printed on newspaper stock and inserted in local and campus newspapers.

For the last minute emergency kind of publicity try a **phone-a-thon.** Call your friends and ask them to call their friends to publicize concerts, or a play that needs attendance.

Check with your bookstore to have semester calendars or major events publicized through **match book covers, pencils, bookmarks, bookcovers, etc.** This need not be limited to calendared events but publicity about joining campus organizations, recruiting people for student government, publicizing a a specific lecture, film or concert series. On-going programs from year to year will make these materials reusable. Match-book covers, pencils or bookmarks are an item that can be sold from year to year, therefore, it is important to insure that the information printed on the material is also salvageable from year to year.

Placemats in your dining and eating areas can focus on a series (football, theatre-season, film series, etc.) or a one time event (big concert; cultural week; Renaissance Fair). They are cheap and can double as a poster, leaflet or mailer.

Skits can always be used as a double program and publicity. Find a way to draw the theatre arts students or your own friends into extemporaneous "happenings" and while the crowd forms pass out those leaflets and spread the word.

Body painting in the most travelled areas of the union or central quad of the campus will always attract attention. Have guys paint gals and visa versa. Let the passers by join in and inform them they must paint a keyword on the body. Of course the key word fits the program you are pushing for such as: BandR (Batdorf and Rodney), Glenn, America, Eagles or whatever you're pushing.

Newspaper supplements are sometimes expensive but your campus or local community newspaper just might stick one in the middle of its next issue for free. If not, then get a gang of people to head them off at the pass (or at the campus newstand real early in the morning) and stuff them yourselves. Use leaflets, brochures or the weekly calendar of events, and if you don't have a weekly calendar of events start one. Have each program area kick in a few bucks to print a calendar or contract with the newspaper to have one printed each week.

Under doors in the dorms. The four o'clock phantom strikes the local dormy scene with a leaflet (poster, brochure, etc.) under each door. If the resident doesn't dig the message he can use it as a door mat.

Use other program's **master of ceremonies** to announce your upcoming event.

For **series** (film speakers, etc.) have a few well placed posters whose general format remains the same while the program information may change from event to event. Be sure to change colors for the program insertion as well.

Use **a-frame** as life size posters, 3' x 5' or there abouts seems like a good size that would give your graphic artist a good surface to work with. Paint both sides and place them on well travelled paths. Good graphics might encourage the "owers that be" to let them stay.

get **local businesses** to publicize or subsidize your program by giving them plays during breaks in the program. Again be careful of campus regulations preventing commerical Develop a **news column** in your student newspaper covering Focus in on one or two programs that would appeal to the general campus.

Use **odd shaped posters,** triangles, hexagons, ovals, etc.

If you have a standard type **poster making machine,** spray with the message. Integrate the art work with the printed message to achieve uniqueness.

Paint windows and glass doors with upcoming event information or graphics to emphasize a program. Easily removable substances are quick to find at the hardware store. Try paintings at different places, be sure to clean it off when the program is over.

Rent an **animal,** an elephant, a tiger—and walk it around campus with publicity about an event.

Make up **bookcovers** with publicity about the semester events.

Do some advertising announcing the availability of **free tickets...** to a free event. Or give out some free passes to events that you do charge for.

Make up some paper **hats** with publicity on them.

Take out advertisements in your **student directory** outlining upcoming events during the semester or the year.

Go see your local **bus** company and see if you can put advertising either inside or on the outside of the bus...or better yet, try for both.

If you have some campus wooden **bus stop benches** repaint them every month or so with advertising about campus programs. Don't forget to put out **WET PAINT** signs.

Set up a **closed circuit tv** system with four or five campus outlets that would scan the campus calendar.

An inexpensive way to make **banners** is to use mattress cover material.

Slip little notes in the louvers of **gym lockers** or bowling lockers.

Print up some **paper plates** with your advertising and donate them to your food service...or better still work with them and ask them to donate the plates.

Use the back of **elevator doors** to post on. You sure have a captive audience.

Go see the bookstore and Sundry Sales desk at your union to see if you can use the back of their **cash register** for advertising.

Most of the above ideas were taken from "Publicity Manual" by Nancy Mattice and John Dale Kennedy of California State University, Long Beach.

Staff Programming—Is It So Wrong?

Susan Clagett, Corky Hagler, Shirley Bird Perry

University of Texas, Austin

STRATEGIES FOR PROGRAMMING: THE ISSUE. In terms of who has responsibility for programming in the college union organization, it is generally possible to consider three basic categories:

A. Programs planned and produced by individual students or student committees (with staff advisory assistance).
B. Programs planned and produced by staff members.
C. Programs planned and produced by students and staff working jointly.

RATIONALE FOR STAFF PROGRAMMING. The following comprise some possible reasons or justifications for staff programming:

A. *Nature of the Program.* A major consideration is the amount of detail work inherent in the program, the need for continuity, personal skills required, amount of background and experience needed, etc.
B. *Input by Students.* The nature of the program involvement and input by students is a primary concern. Students can have input individually, through a programming committee, a program council or board, or policy-making body.
C. *Financial Considerations.* Complex financial structures would sometimes necessitate direct staff responsibility. Programs designed to support the union through the generation of income do not allow for failure. In some colleges, such programs as travel, informal classes, or arts and crafts, and games/recreation are of an income-producing nature.
D. *Modeling Patterns.* In situations where a program idea seems to have merit but there is no response or inaction on the part of students, staff members may initiate a program in order to demonstrate its worth. Such action might serve to stimulate student interest so that ultimately the program would be assumed by a student committee or group.
E. *Expertise.* In situations where specialized information or experience is demanded, a staff member may need to assume responsibility.
F. *Obligation to Campus Community.* In fulfilling agreements and expectations for cooperative or supplemental programming with other campus agencies, a staff member may serve as liaison or the programming contact person for the union.
G. *Need for Action.* When quick, direct action is required, it is often easier and less time consuming for a staff member to respond.
H. *Saving Failure.* Traditionally, college union staff members have debated the issue of a student's growth vs. the failure of the program. In many cases a staff member would intervene to prevent the failure of a program for any of a variety of reasons, including the effect on the student involved, financial risks, public image, etc.
I. *Extent of Personal Value for Student.* The nature of some programs would not provide students with a worthwhile or meaningful experience to justify their time or energy. For example, a rental program for outdoor recreational equipment would be a merchandising function that could be more logically handled by staff.
J. *Professional Growth and Stimulation.* The creative outlet in programming for staff is often an indirect experience achieved through student planning and production of events. Special attention should be given to the personal needs of staff to recommend, design, and implement programs of merit on their own initiative.
K. *Openness and Honesty About Staff Involvement.* For many years, staff members have programmed under the guise of student programming. Often the student advisor has a direct as well as an indirect influence and effect on college union programming. An openness is needed about this type of "shadow" programming by staff.

FACTORS AFFECTING THE DECISION TO PROGRAM BY STAFF. Although in some cases, staff programming is a natural evolution, in most situations there are several elements to be consciously considered in determining staff programming as an acceptable and appropriate course of action. Some of these factors are listed:

A. *Campus Tradition and History.* An obvious consideration is the home-campus situation and precedent for staff programming. It might well be that campus tradition would be more of a factor in some cases than in others.
B. *Nature of the Program.* Often the specific program situation will determine the appropriateness of staff involvement. In cases where certain student sub-groups are concerned (e.g., graduate students, law or medical students, older students, veterans, etc.) a staff member might have the level of maturity and experience to deal more effectively with the interests and needs expressed.
C. *Level of Support and Trust.* Of vital significance would be the level of trust for the union staff. Unless the staff has credibility and some measure of student support, it would be difficult and fruitless to program independently.
D. *Parameters for Staff Programming.* There should be some recognized limits for staff programming. It might be helpful to clarify the boundaries or parameters for staff-initiated programs for the benefit of both students and staff.
E. *Experimental Programming.* New programs of a trial or

experimental nature might originate or be vested in staff.

F. *Measure of Risk Involved.* In cases where a degree of risk is involved, the level of staff involvement will probably be a consideration. For example, the sponsoring of a rock festival might have various overtones and implications for a union in terms of the magnitude of the event, possibilities for behavioral problems, financial investment, etc.

G. *Lack of Student Interest or Commitment.* If a program has merit but does not generate student interest, staff programming should be considered as a viable alternative. In those cases where a student committee fails to meets its obligations, a staff member may intervene to prevent the campus from being deprived of a program event.

H. *Summer Programming.* On many campuses, student committees do not function during the summer months even though the union program continues to offer a program of activities for students attending summer classes. Staff programming is a more frequent occurence on some campuses during the summer because of this situation.

I. *Political Implications.* There are some obvious situations where it would be inadvisable and politically unwise for a staff member to have direct determinations of a program design or production. The selection of distinguished speakers for the campus would be one situation that could result in criticism and public reaction if a variety of students or a mix of students, faculty, and staff were not involved in the process.

J. *Phenomena of "Doer" vs. "Motivator".* The staff advisor is traditionally viewed as the motivator of students who themselves plan and produce union programs. The concept of the staff member as the direct planner and producer of events may be new, and perhaps antithetical, to some.

PROCESS VS. PRODUCT: THE CRUX OF THE ISSUE. A basic goal and basic assumption of the college union program is the personal growth and development of the student. This growth may be in the form of intellectual, social, physical, cultural, or personal enhancement. A secondary question of major significance in the issue of staff programming is who is the recipient or person to benefit from this intended growth and stimulation: the program planner or the program consumer?

A. *The Ideal Situation: A Balance.* In an ideal situation personal growth should be an important and valued goal for both the program planner and the program consumer. The balance of these two elements in a programming situation is of vital importance.

B. *Focus on the Program Planner.* From a staff viewpoint, it is more difficult and requires more developmental skill to plan for the growth of the program planner. Because the program planner is the more direct and immediate responsibility of most program staff members, that individual gets closer attention and a greater investment of energy and effort on the part of the staff than does the program consumer. It should be noted that the more time spent on the planner, the less the consumer benefits. Even though the planner may grow as a result of the effort generated on his behalf, the consumer may still be deprived, as it cannot be presumed that the planner devotes as much time on the consumer as the staff member devoted to his training and development.

C. *Focus on the Program Consumer.* When the planner is not adequately able to fulfill the growth needs of the consumer, thus denying the consumer of his expected benefits, a rationale is provided for staff programming. It is possible for the staff member to bypass the program planner and directly respond to the needs and interests of the program consumer.

Starting a Union and Activities Program

Seymour Zacher

SUNY College a Purchase

You have been hired as the director of student activities and director of the union at a brand new state-supported college. It is still under construction when the college opens in September. It is so incomplete that the dormitory is not ready and 300 students are housed at another college. They are bussed back and forth for classes, and the trip is thirty minutes each way. The student affairs staff is virtually all new. No one knows anyone; no one knows anything. The dean of students has charged you with setting up a student government, newspaper, and activity program. No activity money can be spent until the student government is set up. You have a few hundred dollars for programs.

You have a union but men are still working on it; power is cut off without warning and telephones are six months away. The furnishings of the union consist of four tabels and about twenty chairs.

The college is a liberal arts college. There is also a strong arts program. Students are enrolled in one of the academic divisions. The college considers itself student oriented; it has no policies, no procedures or rules for students other than academic policy.

The college is located in a suburb of a major city on an old estate. It is isolated; there is no town, nothing. Bus service to the nearest small town and train station is poor, and there is no service on the weekend.

The dean of students (who is an academician turned dean) says, "You're the Director of Student Activities; you know what I want. Go do it."

[*Editor's Note: The foregoing was used in this special interest session as a departure—point for discussion of the problems involved in establishing a union and student activities program. Since the discussion itself was not recorded, this exercise is presented in hopes that it may give some indication of the activites of this session.*]

Student Employees—Effective Selection Training and Supervision

Patrick C. Wiley

David R. Hertz

Thomas E. Cleary

Patrick C. Wiley

San Jose State University

The following is an outline of the personnel process through which student employees at the Student Union at San Jose State University must go. The process is an *evolutionary* one, as it should be. The process must be evolutionary in order to be current and therefore be effective from semester to semester. At the present time, the following eight steps make up the current process.

A. Hiring
   1. Demonstrated financial need.
   2. Interviews—conducted by supervisor and at least one other student (Benefit: peer evaluation and consensus.)
   3. Hire

B. Training
   1. Orientation Manual—for all student employees in all areas, giving the common personnel, pay-roll, and policy procedures for all.
   2. Unit Manual—for each student within a given area (unit)
   3. On-the-job-training—given by the supervisor and at least one other student employee of the area.
   4. Feedback—constant give and take between the trainee and the supervisor.

The major purpose of the training processes is to inform the student and to thereby reduce future misunderstandings detrimental to job performance.

C. Expectation Contract. After 5 or 6 weeks of initial employment, the student and the supervisor jointly establish a contract which lists the agreed-upon expectations of each other. The contract is always re-negotiable and also provides the basis for job performance evaluation.

D. One-to-One Discussion Counseling Sessions. Wide-open, personal exchange between the student and the supervisor. The purpose is to break down the barriers which exist and to generate an honest exchange of feelings as related to the job and the supervision. Such sessions take place as needed or once each semester.

E. Staff Meetings. There are five different staff meetings which a student may attend. Required attendance is paid.
   1. Unit staff meeting—required attendance
   2. Union staff meetings—voluntary
   3. Union substaff meeting—required of all supervisors including students in supervisory positions
   4. Board of governors meeting—voluntary
   5. Student staff meeting—voluntary (called by the union student representative on the board of governors)

F. Merit Evaluation. Based on job performance. Emphasis is on what the student employee can do.

G. Lateral Job Movement. All student employees have the opportunity to apply in a given area when a job becomes available. Job transfers are made at the then current pay rate earned by the transferring student.

H. Promotion From Within. All promotions go to currently employed students.

David R. Hertz

University of California, Davis

Historically, the college student union has depended upon the support and involvement of the individual student in its programs and operations. It has generally dealt with the student on three basic levels as volunteer, un-skilled employee and intern. Working with the student as a volunteer, the union has asked him to donate his time and effort towards developing a program for his fellow students on a freewill basis. His rewards have been a sense of accomplishment, enhancement of his academic experience and admiration from his peers.

The union has long utilized the student as a part-time employee, providing him with work and wages to help support his academic endeavors. Usually, the jobs the student performed were low skill jobs such as food service server, routine cleaning work, cash register operator, stock boy, etc. The student employee was generally looked upon as a *warm body* who did not bring a great deal of expertise to the position, but was readily available on a flexible schedule at relatively low wage rates when compared to the professional staff member.

A more recent development surrounding the use of students has been in the area of internships in many schools with academic programs relating to recreation, student personnel or administration. The student works with the student union to provide work experiences, both paid and unpaid, which supplement his academic experience and provide on-the-job training and practical experiences. The emphasis of many of these programs is properly on the development of the student and the value to the unit may be marginal. The commitment by the student is founded in his or her need to meet departmental requirements and the gaining of practical experience.

The thrust of all three of these approaches places limits upon the depth of involvement and commitment on the part of the student and does not benefit the student and the union to its fullest extent. I would like to offer for your consideration another approach to the involvement of the student in the college union that recognized the expertise he or she can bring to a job, a commitment to broaden the academic experience, the flexibility of the student schedule, and the obvious fiscal advantages of employing students to accomplish specific tasks for which they possess unique expertise or pre-professional interest. At the University of California at Davis, we look upon the student employee as an integral part of the operation and program and employ the student in a *junior manager* role in many of our operational areas.

I am sure that what I am discussing today is not new to most of you. Many of us, because of tight budget situations, hire students as night supervisors of our buildings and give those persons some perfunctory responsibilities for supervising the operations under their control. These indviduals are often given a well-defined list of responsibilities to include such things as maintaining order, handling minor conduct problems, issuing keys, etc., but with strict instructions to contact the union director, an assistant, or a supervisor, if any major problems occur. The student, however, has not been given much responsibility in the area of supervision of other students, budgetary control, purchasing, or employee evaluation.

If you have looked upon students in such limited roles, I would like to propose that you evaluate such a mind-set by reviewing job descriptions of your full-time positions and look critically at those that might be easily handled by one or more students working half-time. With a little effort, you may find students who are interested in becoming involved in managing a fairly broad area of responsibility and, with the appropriate challenge, think beyond the next days' class notes or a cut-and-dried work schedule. While situations involving students supervising any part of full-time duties may be inadvisable, it is not at all inconceivable that students accept resonsibilities for complete follow-through in a food service catering operation, supervise aspects of satelite union facilities, can be responsible for areas of major maintenance in games areas or operate individual programs such as art galleries, craft centers, etc. Student junior managers, properly supervised, are capable of involving themselves in student employee evaluation, budgeting long range planning, program evaluation, and most other areas of administrative responsibilities.

The benefits you will gain from such an approach are many. Student junior managers provide you the flexibility to schedule supervision during just the hours needed and not be locked into a 40 hour week, 52 weeks a year. Student managers allow you the flexibility to begin a new program and get it off the ground without the commitment of a full-time employee to that position. I have also found that as a program matures, it can many times be turned over to a student or students who will keep spontaneity, enthusiasm and innovation happening and work within guidelines and procedures already set up by the full-time predecessor.

I would also propose that the student junior manager has a head start in relating to student participants in a program and can be as responsive to their needs as a full-time person. Many times they are more easily accepted and listened to than the full-time employees. The student manager establishes a kind of rapport with his student employees and with the student user of the program that the full-time employee will find difficult to attain. He can work with a liaison committee of his employees to provide viable, experienced input into the operation.

While we may all cite the difficulties in helping the student take the long view of a particular program, the natural termination of the student employee at the end of his academic career or his desire to pursue something else sets up natural stopping or check points in an individual program and allows the full-time staff an opprotunity to think along with the student as to a new direction that should be taken. Retraining problems can be minimized by adequate planning and sufficient supervisorial attention. Very often in programs staffed with full-time personnel, we find ourselves having to shape the program around the individual skills or interests of the full-time staff member involved. Almost all operations have one area that is an administrative maze as a result of attempting to shape a program to the strengths and weaknesses of a particular full-time staff member. It is often easier to seek out an individual student who possesses specific skills needed to do a specific job rather than develop make-time tasks to fill what turns out to be something less than 100% of a full-time employee's commitment. Use of a student junior manager allows us to develop cleaner administrative lines based on common sense.

I spoke of the change in mind-set that most us need to develop when we approach this philosophy regarding the use of student junior managers. Certainly, it is often more convenient to have a full-time employee we can call upon to direct a specific program. That individual is expected to bring with him an expertise and a sense of continuity that is often more difficult to find in a student. I would propose that you speak to this need for continuity, not in the individual employee in the specific area, but in assuring that the supervisors, yourselves in many cases, provide the necessary continuity to relate one program in its progression from one year to the next and provide coordination between several but related programs. In short, utilize the full-time employee to provide a continuing level of expertise in a critical job that is necessary 100% of the time or direct your full-time efforts towards positions of coordination and supervision of several smaller areas operated by student junior managers.

Let me assure you that the program I have outlined can be successful. In the past three years, due to changes in program and budgetary restrictions, we have eliminated full-time managers of a music listening room/library, an art gallery, and our games area-/bowling alley and we were able to reduce the staffing of our large assembly hall through the use of student managers. Our Outdoor Adventures program was conceived by students and has grown entirely through the efforts of a student manager and his assistants. We are presently studying reorganizatin of our craft center, horseback riding program, maintenance of our recreational swimming pool, and functional areas of our bookstore to recognize the ability of students to handle the direct operational responsibility of these areas. It has made a lot of sense and has helped us respond to student's needs, provide more money for programs rather than full-time staffing, return more money directly to student as wages, and allowed us flexibility in initiating progtams that have developed new relevancy while phasing out programs that are no longer necessary.

This junior manager philosophy has also made better professionals out of the full-time staff members, helping them to realize that they are working with the student to establish, develop, and carry out a program rather than operating a program that is just "run for" students. The junior manager, then, can play a part in a program where everyone gains, most importantly the students who you are trying to serve.

Thomas E. Cleary

Personnel Director

University of Wisconsin, Madison

I want to begin by making two somewhat general points which I will try to illustrate from the experiences of universities whose student employees are organized, most notably the University of Wisconsin, Madison.

The first point is that labor organization does not develop where there is not a need for it perceived by the employees in their conditions of employment—that is, you won't get an outside organizer forming a successful labor union in a circumstance in which employees are completely satisfied with their working conditions.

The second thing I think we'll find in all of this is that irrespective of the presence or absence of a labor union, certain ideals of management, supervision, and effective employment of students should be pursued by college union administrations in the exercise of their mission. Another way to put this is: *good management is good management* whether you do it because there is a contract that says you should, or not.

If these two pronouncements seem obvious to you, you'll be amazed at the number of managers who, apparently, are not aware of them, if our experience is any judge.

Why do unions arise? How do they develop?

A study by the University Research Center pointed to three management errors as most conducive to encouraging labor unionism:

A. The real reasons are usually not economic, but are related to an employee's feelings about the employer;
B. Most foremen cannot provide management with a realistic and objective account of employee opinion and morale;
C. Nobody in the main office knows what may be troubling employees.

I am sure that after reviewing Chet Berry's synthesis of these findings in the January *Union Wire*, many administrators were tempted by the thought that if their operations seemed safe in those three areas they could forget about any worries of unionization. Of course this is a dangerous temptation! Even assuming that these three are the only reasons for organization—and they're not—more managers and supervisors have been bitten by the deadly spider, *complacens managensis*, whose name translates, *my employees are pretty happy and I'm sure that if there were problems I would have heard about them.*

Labor organization is not just an academic exercise. It occurs in response to needs, real or imagined. Problems—problems with: wages, hours, working conditions, personalities, job security, advancement, inconsistencies in policy, etc., etc.—cause employees to group together, to unite to seek solutions. Our administrative response is simple. If the needs are real, meet them through effective management. If the needs are only perceieved, correct that perception through effective communication.

Easy answers? Of course not! Very little that's worthwhile comes easily.

The broader point to be made here is that *union* is not a dirty word. Union simply means the joining together of groups to work collectively for common goals. After all, that's how student unions began.

Neil Bucklew, Vice President of Central Michigan University, has detailed the trend toward unionized students on campus in an aritcle in *Educational Record* (Fall, 1973). "... there is call," Bucklew writes, "for official recognition by the university community of a union of students as the exclusive bargaining agent for the student body."

And at Stockton State College in Pomona, New Jersey, a union of students is actually negotiating a contract with the faculty union, a local of the American Federation of Teachers, covering certain *student rights.*

So, after more than 150 years of the college union movement, we are facing in the 70s the possibility that a new meaning will be given to the term, student union. Not college union, not even labor union, tenant union nor credit union, but unions of students formed for the purpose of having influence over all facets of the university and their education.

Unions form in circumstances where management grows care-less—that's care-less—about its people, and doesn't keep the information flowing. Again, Chet Berry's summary of the University Research Center study says it well: "Continuing communication and supervisory training help, plus an honest interest in employees."

So the student labor unions are coming. Not many, yet, contracts at Wisconsin, Oregon, San Francisco State, Stanford, and a few others. But rumblings at Ohio State, organization at Ohio University, and a recognition petition at Michigan State this month.

Let's assume that you do not want a labor union in your organization. We've hinted at some of the ways you avoid it: manage effectively, satisfy employees, communicate effectively, anticipate their needs, Great! But let's also assume you didn't find out about this magic preventive medicine until it was too late. Now you have a labor union. What are some of the problems that it gives you?

A. Less management flexibility;
B. Much more paper work, record-keeping, documentation;
C. Frequent distortion of issues (mountains out of mole hills);
D. Increased costs;
E. Decisions based on regulation rather than on merit;
F. Reduced employee motivation;

G. An adversary relationship with your employees.

It's problems like these which have given rise to so many management conferences with titles such as *How to Avoid Labor Unions, What to Do When the Labor Organizer Knocks at Your Door* and other sorts of panic over the term *organized labor.* In my mind one of the major fallacies held by non-union managers is that organizations in their shop can bring nothing but evil. There are many experiences to the contrary and many advantages to a formalized relationship with a collective bargaining representative of your employees. Let's look at some.

I need to emphasize here that this is not a survey of all labor contracts in higher education or, for that matter, in college unions. There are only a half dozen or so college unions whose student employees are represented by contracts. That's not even enough from which to generalize. Further, the Wisconsin experience—which I know best— has some unique aspects which make it far from typical. I'll discuss those later. I offer the following advantages only as examples of the kinds of good things to be realized in the labor-management relationship.

A. Job security for employees provides a continued supply of well-trained and experienced workers. Turn-over can be reduced.
B. The massive job of accurately evaluating employee opinion on a wide range of issues is given to the labor union. (I'm not saying they are any more successful or accurate than management, only that the job is theirs.)
C. Formalized communication with employee representative on a regular basis.
D. Stability—*sticky issues* which may arise unexpectedly are often put to rest for the duration of the contract.
E. Bargaining—you have a chance to get something for everything you have to give.

There are problems, but there are also opportunities.

But aren't there differences with student or part-time employees? Why are students now beginning to organize?

I think that we can point to at least two important reasons. First is what has been described as a "new focus on practicality." Malcolm Scully in *The Chronicle of Higher Education* described this trend as "the most notable trend among college students in the 1970s." Essentially it says that organizational commitments and ideological priorities among today's students seem to be shifting toward the more immediate and practical issues. American imperialism in Viet Nam is still being damned, but less loudly the Nixonian unemployment. Welfare and housing are important in Madison, Berkeley, and Iowa City, as well as in New Delhi, London and Stalingrad. Kermit Lanser, in a recent *Newsweek* article, observed about students, "They have not lost their ideals, but they insist on having a way to turn them to reality ..." So there is a tendency for the rallying cries of activists to come closer to home.

A second important reason for the labor movement beginning to expand to part-time student employees has to do with the every-tightening financial crunch. Universities more and more are treating their student work force as just that, a work force, not a group of recipients of financial aid. Understandably, student employees are answering, "Right! We are workers, not recipients of financial aid and we are responding like workers. Job security, wages, conditions of employment, equal pay for equal work are all issues which are important to us and we want means of securing them now."

Some Things We Can Do To Prepare

We noted a moment ago that our administrative response to employees perceived problems is simple and two-fold. Well, it certainly is two fold and it's certainly not simple. One: spruce up your personnel relations. This is an easy statement to make but it involves the whole realm of good employee administration programs. Better than that, good management. I don't need to detail everyting that is included in that kind of a program—just about anything you can name—but some of the points you may want to pay particular attention to are:

A. Forget they are *student* employees. Think of your employees as people giving you a service for value returned. Plenty of time later to consider their special needs as students but the financial aid nuances of the term student employee might prejudice you into overlooking their real concerns as members of your work force.
B. Wages aren't everything, but they are the most prominently mentioned condition of employment. Is your salary plan just a blanket $1.60 federal minimum, a universal work-study program that doesn't define the relative value of individual positions to your organization? Review it with an eye toward providing incentive for advancement, real relationship of pay to work performed, and most especially equal pay for equal work.
C. Do you have job descriptions for your part-time employees? Are they up-to-date and accurate? Does the compensation reflect differences?
D. Are your students treated as valuable employees, a part of the team? Or does the stigma of financial aid or work-study keep us thinking of them as just a useful pool of cheap labor? Workers everywhere need to know that they make a difference. Walter Lindsey writes in *National Safety News* that "... the experts say that an employee wants to belong, to feel secure, to get recognition, and to realize his importance—that these four needs are more important than all other considerations and must be met." To some degree, junior manager programs, like the one Dave Hertz describes, approach these needs. And, you know, busy administrators don't even have to work at it to make a student employee feel as if he is just another number in the computerized multi-versity administration.
E. Are work schedules reasonable, as regular as possible and stable enough so that an employee knows that he can have some time to plan on any changes that may come up?
F. Do your employees know what is expected of them, and do you let them know how they're doing? Pat Wiley's samples are a great step in this direction.
G. Is there a formalized grievance procedure which guarantees that at least two levels of management will hear complaints from employees? Ideally, the final step should be a disinterested third party and not just a rubber stamp for the first-line supervisor.
H. How effective, consistent, and sensitive is the supervision that they are receiving? The hair line between delegating responsibility and independence to an employee on the one hand, and ignoring him on the other is often magnified to a communication gap. And speaking of communications...

The other response we can make in addition to a thorough inventory of our personnel procedures, is an evaluation and improvement of our employee communications. Obviously this can take many forms, but the basic goal should be the same. Keep your employees informed about what is going on, what is going to be going on, what should be going on, and most important why. Too often, employees are told what is going to happen to them, what we are going to do, and there simply isn't time when giving directions to explain all of the rationale. Media which can help in this effort include:

- the employee newsletter. If you have one, improve it. If you haven't, you'd better get going.

- employee handbooks. Our handbook, *Everything You've Always Wanted to Know About Your Union Job but Were Afraid to Ask*, is available here as an example. Also, the brochure trading center has some of our newsletters, called *Arches and Angles*.

- bulletin boards.

- unit meetings—and don't forget that communication is a two way street. Provide opportunity in your newsletter or other publications for employees to express anonymously their gripes, concerns and suggestions.

- employee suggestion boxes, like newsletters, are nothing new, but given a modern tone, they can be as contemporary in your work force communication as any other device.

Once in awhile, you may feel that you are already doing a darn good job for your employees—the only problem is they don't know it. We spoke earlier that labor organization is born out of grievances or needs—real or perceived—and sometimes employees just think they have a bad deal when actually you have responded to their problem in a way that they haven't yet found out about! I doubt that this is true very often, but don't overlook it.

The Wisconsin Experience: Your Student Labor Contract

In reviewing the student labor contracts at the University of Wisconsin, Madison, we need to know that the labor law under which the Memorial Union Labor Organization (which I will call MULO) was recognized provides that covered employees may bargain only certain specified subjects. These "bargainable" subjects under that law include: a. grievance procedures; b. seniority; c. work schedules; d. scheduling of vacations and other time off; e. use of sick leave (not amount); f. application and interpretation of work rules; g. health and safety practices; h. intradepartmental transfers.

The law did not extend collective bargaining rights to employees on compensation and fringe benefits, promotion, layoff, position classification, examination, discipline, merit salary determination or other statutory management perogatives.

Wow! They can't bargain wages, promotions and layoffs? What else is there? Wisconsin's experience with this kind of somewhat restricted bargaining law has raised many interesting questions. I won't take the time here to pose all the ramifications except to call for a study sometime of comparable experiences to see whether denying the right to bargain wages results in contracts which give disproportionate—most ridiculous— weight to some other items of negotiation. If you can't bargain meat and potatoes then you live and die with the parsley.

Despite this statutory limitation on the subjects of bargaining, the original contract proposals received from the labor union at Wisconsin two years ago included a $2.25 wage and $1.00 per hour for night differential; automatic increases and cost of living increases; pay for bargaining and grievances; and time and a half for holidays. Thirty hours of paid sick leave per semster were also proposed. Other demands proposed in the in the areas of compensation which were ruled non-bargainable included a 25% meal discount and paid health insurance.

The more important proposals offered by MULO which were within the scope of bargaining included job security, fifteen hours guaranteed per week, a guaranteed minimum shift, guarantees against cancellations, and one other major item, of course, the grievance procedure. The original demand included a 13-member Worker's Review Council with representatives from various campus constituencies including one representative of the public appointed by the governor, three students at large and seven other representatives of labor organizations. In the final contract, the grievance procdure agreed upon does result in final and binding arbitration but by a professional arbitrator rather than the Worker's Review Council.

Illustrating the importance of communications again, they asked for bulletin boards, meeting rooms, participation on the safety inspection committee, and a 13-item list of management reports to be supplied to the labor union. Some of these they got not through the contract but through the normal channels provided by the public document law. But among the things that they sought were comparative revenue reports, monthly statements, cash flow, cash reconcilations, the budget, including drafts, man hours per unit per month (which we don't even have and I don't know what good it is), all policy statements, capital improvements, costs of goods and services, safety reports and efficiency studies.

An important demand which was not addressed in the final contract, but which I think carries a message for student unions anywhere, was titled, "Restructuring." The labor union proposed that the organization of the Wisconsin Union (which is under charter by the Board of Regents) be restructured to a governing board compresed of 6 employees, four other students, two classified employees, two faculty and one alumnus. This board would make decisions concerning services, programming, and remodeling with administrators serving in an advisory capacity to the board. Now you can comment for hours on the pros and cons of such a proposal. Our answer happened to be that the bargaining agreement was not the proper arena to reorganize the entire union which serves more than just its employees. But the key here is the concern for student employees as students and users of our college union facilities. To feel that their voice is being heard and that they have an important role in the functioning of the organization beyond dishing the potatoes. Whatever ramifications that may take on your campus, it is probably one of the most prominent characteristics of the power group struggles going on in our society.

Just for your edification, some of the other goodies they thought we would be able to give them in the contract included one thousand dollar bonding of each employee (who would then have no responsibility for cash shortages up to that amount); no "speed-ups" and double pay for extra work; and a proposal which said that no worker should be forced to work in a situation which by his definition was hazardous to life and limb—except for fifty cents an hour more!

One other important area in their demands which should not be overlooked: ecological concerns. Again our response was one of attempting to communicate with the employees what we were already doing in areas of ecology and the environment, and to discuss with the labor union and other interested groups what could or should be done, but we maintained that the labor contract was not the appropriate arena for discussion of these concerns. We did offer one counter proposal in the ecology area: "The Employer agrees to dispose of 144 cases of red tape in exchange for the Union's returning two carloads of nit picked during the course of bargaining."

So where did we wind up? What did the student employees get? What did we as management get? What are the goods, the bads of the UW-MULO contract as it now stands?

I'm no authority for the labor union, but I suppose they would rank the grievance procedure with its final and binding arbitration by an imparital arbitrator as the most important provision. Prior to the contract, our grievance procedure for employees ended with a final decision by the Director (viewed by some employees as just another management pawn.) They got formal and official representation on the safety committee. They got language relating to minimum shift and minimum hours per week, although the language is quite permissive. In the classic peace and stability clause, they won a guarantee that we would not lock them out in exchange for a guarantee that they would not strike. They got bulletin boards, monthly meetings, and certain regular reports including names and addresses of new employees. They got an automatic dues check off, extended sick leave and maternity leave both umpaid but at least recognized. Seniority provisions, leaves of absence which had existed before the contract in a similar form, and an important section on disciplinary procedures which make good management sense and good employee relations, but which had been a subject heretofore treated as "non-bargainable." Also protection against arbitrary work schedule changes, and uniform application and interpretation of work rules, another euphemism for discipline.

What are the advantages for management? There are precious few guarantees which management is obligated to in this contract. The language is full of what I call *weasel words*, terms like "generally", "first consideration", "every reasonable effort", "as far as possible... where practicable", "except in circumstances beyond the Employer's control", and "no employee shall be required to accept..." Another example of the management orientation is that a transfer vacancy is defined as one "which the Employer decides to fill through these provisions". Is it a good management contract? Where else would you find a labor union agreeing to a provison which permits the Employer to require employees to work on Labor Day?!

In a more serious vein, there have been some operating advantages which the Wisconsin Union has realized because of its formalized contractual relationship. These include:

A. Two-week notice when an employee wants to take a leave of absence;

B. The no-strike agreement which includes a requirement that the Union publicly disavov wildcat and otherwise unauthorized work stoppage activities;

C. A detailed Management Rights clause. Management rights as spelled out in the labor law were a "non-bargainable" subject but of course the average student employee doesn't read the statutes. It's been extremely helpful to have in black and white a listing of the rights of the management of the Wisconsin Union.

D. Specific definitions of student and non-student part-time employees;

E. Formal contact at least once a month and on other occasions with the official representatives of all 500 part-time employees;

F. Definitions of seniority rights and the applications of seniority;

G. Articulation of employee responsibilities in such areas as notification of illness, safety responsibilities, injury reports, etc.;

H. Disciplinary procedures;

I. One year of stability without having to renegotiate and rediscuss any of the above subjects;

Our food service director put it quite well: This contract enables us to get a handle on lot of things that we have been dealing with in an informal and casual way.

I feel that a summary of management's benefits in the contract would be incomplete without stating the biggest general benefit: all of those benefits which the Union sees in the contract. I think that should be obvious to any sensitive manager.

If an employee feels that he has a responsive and speedy grievance procedure which results in a fair and impartial determination of the case—that is an asset to management.

If an employee acknowledges that he has an input into the health and safety and environment of the work place—that's an asset to management.

If an employee feels that he has some kind of job security insofar as the flexibility and variations of college union programming and part-time employment will permit—that's an asset to management.

If an employee knows that the management bulletin boards and the union bulletin boards will give him a good perspective on what is happening in his place of employment—that is an asset to management.

If an employee recognizes that each month he has an opportunity to sit down in a dialog with management representatives and discuss whatever concerns, contractual or not, may be facing him —that is an asset to management.

If an employee knows in writing as well as in fact that he will not be discriminated against on any basis other than job performance—that is an asset to management.

So there are cons but there are pros, too, in the whole labor relations environment. It seems to boil down to something that we forget time and time again, employees and managers alike: each of us has a different role to perform, each of us has his own specialty, his own motivational needs and his own methods of going about it, but the ultimate goal of all of us is to improve the mission of the organization—more responsive, more diverse college unions for our campus communities.

Supergraphics

Art Even a Union Director can Love

Toni Riccardi

Northwestern University

Supergraphics are difficult to define without the use of pictures because they are just that *super graphics*. Borrowing many of the characteristics of op and pop art, supergraphics are bright, bold and colorful.

Supergraphics made their debut in a California resort community in 1965. The idea originated with several Yale architecture students with two major goals in mind—limiting construction costs and flexibility in the spaces that they design. These architects were interested in creating certain spacial effects with nothing more than the use of paint. Originally supergraphics were not considered decorative but considered as a three-dimensional experiment with space.

Supergraphics have come to be defined as a technique where architectural surfaces are applied with large two-dimensional designs in geometrical shape, large type faces or numbers, which generally produce an abstract effect. The aim is to produce optical effects that will destroy architectural planes. In this way we can totally change the shape and dynamics of the boxes we usually constructed as rooms.

Supergraphics may have several uses—space alteration, decorative or mood setting; directional or informational.

Supergraphics can alter space in several ways. Often supergraphics are so large in scale that only a portion of the graphic is actually visable within a room. The viewer is made to feel that the form extends beyond the bounds of the room, thereby opening up or enlarging the space.

Supergraphics can alter space in another more abstract way by creating a mood. Toronto's Uptown Theatre is a good example of this kind of alteration. Built in 1920, the Uptown was recently renovated into a complex of five small theatres. Supergraphics are an integral part of both the interior and exterior of the building. Signs, murals, and grapic designs create a mood of the nostalgic 30's with "the flash and ballyhoo of the silver screen."

"Colleges and universities can benefit from decorative mood creating supergrapics. Colorful treatment of interiors of campus buildings may indeed act as catalysts to evoke a productive relationship between one section of university life and the rest of the institution. At least the visual aspects of many of our monolithic structures could be brought closer to human scale making academic and administratieve power seem less conspicuous." (*The Poetics of Space*, Gaston Bacheland)

In college unions, for example, why not design or re-design a locale for your program council, one that can be painted on the wall as a supergraphics. It can serve not only as decoration, but in addition, serve as a constant reminder that the council is alive and operating in the union building. Carry the logo through your stationery, matchbook covers and posters. Create a very visable image.

A frequent use of supergraphics is for information disemination. Huge numbers on the exterior of a building may give the address. Two foot letters on a door may tell you the location of the men's room. Building directories which were once small, framed glass, solely utilitarian objects, have now become bold colorful pieces of art. Since pictures speak louder than words (and often more clearly), many public places have gone to large graphic representations instead of words to get their points across. Zoos may point the way to the lions cage, with large stylized lions printed on a sign or a wall in bold color. In a college union the sign above a recreational facility doesn't have to spell out G-A-M-E R-O-O-M, draw it on.

Large arrows are probably the most commonly used supergraphics. You see them in parking lots, tunnels and used as accents to point the way to special doors. In a union, supergraphics can be used to create traffic patterns—line the floors or walls used to suggest certain movements,—a red arrow that leads from the auditorium to the cafeteria suggesting a place to stop for a coke after a movie.

"A clever, sensitive and well thought-out use of supergraphics can restore order in places where boiling point and density of population occurs—in the nodal areas of campus. Oversized arrows, ten-foot high digits make effective guide posts towering over people's heads in a heavily crowded area. Such large painted areas can be aesthetically pleasing and can condition the environment to a place where it is attractive under all circumstances. (*Too Much Hardware, Too Little Software? Supergraphics to the Rescue*. Tully Kikauka)

The trick to using any form of supergraphics is in making them an integral part of your environment. Walls can merge with walking areas (run carpet up the wall). Drapes no longer have to be pasted against the wall but can become part of a larger design. Furniture can also be critically intertwined. Carpeted steps and platforms become tables. Carpeted benches bend around corners and up walls to become shelves. With paint you can carry the color of the shelves up the wall through the light fixtures and air grills.

There are several ways of bringing supergraphics into your building. If you are constructing a new facility consult your interior designer or architect. If your wish to renovate an existing area you have two choices, consult a designer (which can be very costly) or do it on your own.

Actually getting the graphic on the wall may be tricky. One method requires miles of masking tape and the other method requires photographic knowledge. A third alternative is to buy the "pre-packaged supergraphics." Pre-packaged supergraphics are billboard type graphics that are applied directly to a flat surface like wallpaper. Although I will not further detail the methods of application of supergraphics, pamphlets on all techniques are available:

A. *Save on Decorating—Your House Beautiful* from Glidden Paint Center, 2925 Central Street, Evanston, Illinois 60201. Instructions for painting your own.

B. Catalogue—Environmental Graphics from International Design Corporation, 1147 W. Ohio St., Chicago, Illinois 60622. Billboard type graphics. (This company gives a large discount on college university orders of 5 or more.)

If the use of supergraphics only accomplishes such seemingly small tasks as giving life to a cement block wall or making unsightly pipes attractive, then their value is at least appreciable. Anything that we, as union people, can do to make our buildings more appealing to the university community is valuable. Unions need to eminate a feeling of warmth and to draw our constituencies into our buildings with the feeling that the building is theirs to use. Although a large yellow and orange graphic may never replace the proverbial "hearthstone of the college union", perhaps it can create some of the same feeling.

Survival

C. Shaw Smith

Davidson College

But thinking young and growing old is not sin...
and I can play the game of life to win...

We've played the game of life out there—as tiny flecs in the history of the universe—and now we ease on back down, and zero in together: almost a thousand persons from eight countries in addition to our hosts in Canada. It's Sunday, March 24, 1974, 9:14 p.m., and we're meeting to think a little about choices between *Man's Inhumanity to Man* and *Loving One Another.*

It isn't an easy choice right now. Alvin Toffler says there is today "a feeling of global madness, of things gone catastrophically out of control. There is frustration, anger, confusion, a sense of helplessness."

But Buckminster Fuller claims that we can plan better today than ever before because we have better information on which to base decisions.

A student, after hearing a lecturer assess the current scene, asked dejectedly, "Is there *any* hope?" "Hope for what?" asked the speaker, to which the youth replied, "Hope for anything."

And well we might ask that question in the union world just now, with cut-backs of all kinds, experienced professionals out of work, few jobs for new people trying to get into the field, management skills threatening the working philosopher to be more accountable for money and time, and on and on.

Yet the picture is not all bad by any means. The breadth of programming is growing and attendance is up and rising. Association membership is increasing and attendance at this conference is surprisingly grand. In a time of shortages of many kinds we see no signs of diminishing needs and interests among those we serve —if we can pay the bills.

For sixty years the Association has been trying to help us do a better job back home. Reports you will hear at this conference and the conference seminars themselves, with topics like *The Energy Crisis, Gay Liberation, Multi-Culturalism, Taking Women Seriously, The Return to Religion, The French Fact*— all indicate the really visionary and aggressive attack by the program committee, and its hundreds of helpers, on problems today that directly affect our survival tomorrow.

Still, this might not be enough.

First, we must do a better job and produce more with less; and, secondly, our purpose must not be to preserve the union itself, but it is the union idea—the sense of community—that must survive.

But what difference does it make what we do, good or bad, really?

While I am not sure, I *believe* we are a part of what we've seen tonight. Our worry should not be that we might have so little influence on others but that we do indeed affect each other at all, and our job is to do what we do on purpose. In this light, for whatever it is worth, I have four hopes to suggest to you that I believe personally might use the union organization to help the union idea to survive.

First, I hope we can become more personal in the association.

I hear friends say "Nobody cares what I do in the Association. I've volunteered four times and haven't been accepted yet." To say, "I want to work; tell me what to do," is not enough. Each one of us has to find out what he or she can do personally without waiting for an assignment. I believe one reason the Association has meant a lot to me is that I *expected* it to be personal, that is what I looked for and that is what I found. In a day of distrust and suspicion, we need to find people with warm personal concerns for one another—without misleading one another. The Association is full of such persons. We must know them, encourage them, enjoy them, and be one of them, ourselves. I hope we can become more personal in the Association.

Second, I hope we can use the ideals and the efforts of our committees more openly.

For instance, the International Relations Committee is interested in our enjoying the wonderful and open hospitality of Canada. While in this country we can discuss more honestly and easily the differences and similarities of the Canadian and U.S. student-staff relations. There are some basic differences and much spill-over that blends. We can learn from each other and adapt for the betterment of all when we know each other better, personally.

Projects of the Women's Commission will be more easily seen as human relations questions that include us all, when we can and will talk together personally. And are we ready to tell a black or white friend we think he is wrong without being afraid of being thought a racist or being accused of saying one is wrong because he is black or white? Can we be open enough not to fear our natural and unavoidable difference? COMP is doing wonderfully well in this. How far will it go out beyond COMP? Can't we say black is not necessarily beautiful, but Cornelius, Pam and Archie are?

If we had known more Germans, Japanese and Italians personally would it have affected the way we tried to kill each other in World War II?

I hope we can use the ideals and efforts of our committees more openly, and personally.

Third, I hope our good relations with our allied organizations will continue to grow.

ACUAA and NEC are examples. We need their concentration and they need our breadth. If we need each other and are grateful for what each can and will do for the other, everybody wins. I hope our good relations with our allied organizations will continue to grow, and I am confident that they will—if enough of us want them to.

I have suggested that we use ourselves personally, that we use each other in our own organizations, and that we use others in organizations with which we have something in common. The fourth hope is fundamental to those just mentioned and should undergird all of the many other hopes we have, whether spoken or simply silently felt.

This is the basic hope that we can see that our first priority is to help students discover what is most important to themselves personally.

This is to speak of the importance of selecting one's own value system, of making one's own priority list. To discover one's most personal longings is to discover and know oneself.

I am confused by people willing to steal others blind, to tear up community property apparently for the fun of it, those who kidnap people and claim grand humanitarian purposes, people who deliberately hurt each other, kids who kill themselves. Maybe they are not fortunate enough to know what I know. I am sure they weren't treated as well as I was. I wish *somebody* had let them see something wonderful and good that is out there to see. I would like somehow to show them that there is more goodness in man than meaness, more fineness than cheapness, more beauty than ugliness and garbage. And I could do that. I have a fine building and money to spend; I work with people who care about people, many of whom are anxious to do something real about man's inhumanity to man. If a student on our campus can see some of this kind of beauty while he is here, when he leaves and finds the world out there without much trust, and pretty cold and all that, he might say, "It doesn't have to be that way, because back when I was in college I remeber that things were more the way they ought to be. I know, I was there." He can say. "I've seen it work." If he believes that, maybe he just might want to do something about it to make it more the way it should be. It really is important for me to show young people that. I know it is, but of course right now I've got some other important things to do...I'll think about it later. I must think about it again...maybe tomorrow...

A story from an earlier day is a bit dramatic but says what I want to say. It's about a little girl who suddenly became very ill. The doctor came, examined her and quickly said, "We must operate immediately." As was more the way in that day than this, they put the little girl on the kitchen table and started the operation. In the midst of that tense moment, the lights suddenly went out. "Why did you cut out the lights?" asked the doctor. The mother said, "I didn't," and quickly got a lantern by whose light the doctor finished the operation. But it was too late; the little girl was dead. At that death-stilled moment, in the quiet of the little cottage, the door suddenly burst open and the father bounced into the room and shouted, "Hooray. We are all on strike. There is not a light on in the city."

This might be a rather dramatic way to say it, but it should be clear nevertheless that what I'm simply trying to say is that the things we care for most are at the mercy of the things we really care for least. We want to do such great things and we plan to do them, but, somehow, other things that are important, too, but that might not be as important as they seem, keep getting in the way. We want to help students, but we have to build the building first. We really want to help students, but right now we have to make the dining room pay. And I am going to do more for students just as soon as...well, right after I...later, yeah, later. If our priorities are hazy, how can we help others discover their own in today's hazy world?

Maybe we are just too ambitious. What we want to do and should do would take more ability than we have, more time than we can spare, more than any ordinary man can do. To do all our job requires would take a super-person. That's it. Maybe God should do it...well, anyway, if He cared, where was He at Viet Nam, and when children all over the world are starving? Where is He during all this stuff? I read that "God so loved the World," and we are talking about people in the world and the needs of people here and now, not later.

But what if God really made man in His own image? Now, in that case maybe we just haven't been representing Him very well lately—or ever, really. Is that my priority?

Suppose Martin Luther King had been on our campus. Would we have turned him off or turned him on? Wonder if he would have lost his dream if he had come to our place? Wonder on what campus the next Einstein is? Or the next Hitler, or Shirley Chisolm or the next Aristotle? Wonder if what little I do would really affect...anybody?

You are not the only one with a dream, Martin Luther King. I've got a dream. Wouldn't it be something if...

And I saw a new heaven and a new earth...
And God will wipe away every tear from their eyes...
And death shall be no more, neither shall there be mourning, nor crying, nor pain anymore...
Wouldn't that be something...?

Part Six: Business of the Association

ROLE OF THE COLLEGE UNION

1. The union is the community center of the college, for all the members of the college family—students, faculty, administration, alumni and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.

2. As the *living room* or *hearthstone* of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.

3. The union is part of the educational program of the college. As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy.
Through its various boards, committees, and staff, it provides a cultural, social, and recreational program aiming to make free time activity a cooperative factor with study in education.
In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.

OFFICERS OF THE ASSOCIATION

EXECUTIVE COMMITTEE

President	Ronald C. Barrett San Jose State University
President-Elect	C. Shaw Smith Davidson College
Vice-President—Regional Affairs	William H. Spelman III University of Rochester
Vice-President—Committee Affairs	Ernest L. Bebb, Jr. University of Utah
Vice-President—Conference Program	Ronald N. Loomis Cornell University
Immediate Past President	Shirley Bird Perry University of Texas, Austin
Vice-President-Elect—Conference Program	Robert W. Handy Southern Illinois University, Edwardsville
Assembly Delegate	LeNorman Strong University of Texas, Arlington
Executive Secretary	Chester A. Berry Box 72[illegible] Stanford, California 94305

REGIONAL REPRESENTATIVES

Region 1	Leland M. Kimball	Southern Connecticut State College
Region 2	Willard Heaps	SUNY College-Oswego
Region 3	Richard E. Mayer	CUNY-Queens College
Region 4	James Stansbury	West Virginia Wesleyan College
Region 5	Thomas C. Lile	Virginia Polytechnic Institute
Region 6	Roger Wehrle	Georgia Institute of Technology
Region 7	Rodger Pruis	Western Michigan University
Region 8	Ronald A. Hachet	University of Wisconsin, Stevens Point
Region 9	David Hubler	University of Illinois, Urbana
Region 10	Roy Lashaway	Mankato State College
Region 11	James R. Reynolds	Northeastern State College
Region 12	Stayton Wood	Mountain View College
Region 13	Val R. Christensen	Utah State University
Region 14	James B. Crow	Washington State University
Region 15	Lou Bauer	University of California, Davis

SPECIAL APPOINTMENTS

Director of Communications	William C. Edwards	University of Missouri, St. Louis
Director of Membership	David M. Seamans	Muhlenberg College
Student-Staff Assembly Coordinator	Dorothy Pijan	North Texas State University

1974 CONFERENCE PROGRAM COMMITTEE

Ronald N. Loomis (Vice-President)	Cornell University
Robert W. Handy (Vice-President-Elect)	Southern Illinois University, Edwardsville
Frank L. Borelli	William Rainey Harper College
Roosevelt Cunningham	Virginia State College
Peter T. Faid	University of Manitoba
Roland Faucher	Université de Montréal
Carman B. Guild	University of Toronto
Ann S. Hicks	SUNY, Buffalo
Philip A. Ranke	University of Western Ontario
Diane Shapiro	Central Connecticut State College
Audrey Hozack	University of Toronto
Jack S. Sturgell	University of Delaware
Gregory A. Campbell	Cornell University
Le Roy Dennis	Utah State University
Michele Mousseau	Youngstown State University
George A Munroe	Acadia University
Mason L. Niblack	University of Calgary
Judith Sims	Austin, Texas
Harold Weiner	University of Texas, Austin

PRODUCT EXHIBITS COMMITTEE

Robert Kershaw (Coordinator)	Ball State University
Jack H. Overman	Kansas State College
John Neeley	University of Florida

Past Presidents

1922	J.B. Bickersteth, University of Toronto
1923	M.M. Anderson, University of Minnesota
1924	Thomas Hart, University of Pennsylvania
1925	J.E. Walters, Purdue University
1926	Foster M. Coffin, Cornell University
1927	Rufus H. Fitzgerald, University of Iowa
1928	Marion M. Tillman, Vanderbilt University
1929	Rufus H. Fitzgerald, University of Iowa
1930	Paul B. Hartenstein, University of Pennsylvania
1931	Foster M. Coffin, Cornell University
1932	Porter Butts, University of Wisconsin
1933	Edward S. Drake, Ohio State University
1934	Nelson B. Jones, Brown University
1935	Raymond H. Riggs, Michigan State College
1936	Carl Lauterbach, University of Rochester
1937	Lloyd M. Vallely, Purdue University
1938	G. Ray Higgins, University of Minnesota
1939	J.E. Patrick, Indiana University
1940	Harold E. Pride, Iowa State College
1941	Robert Parke, University of Buffalo
1942	Walter H. Heideman, Jr., Wesleyan University
1943-46	Foster M. Coffin, Cornell University
1946-47	D.R. Matthews, University of Florida
1947-48	Douglas O. Woodruff, University of Utah
1948-49	Vernon L. Kretschmer, University of Illinios
1949-50	Donovan D. Lancaster, Bowdoin College
1950-51	Duane E. Lake, University of Nebraska
1951-52	Franklin C. Kuenzel, University of Michigan
1952-53	Charles D. Owens, University of Pennsylvania
1953-54	Louis D. Day, Jr., University of Pennsylvania
1954-55	William E. Rion, University of Florida
1955-56	Frederick Stecker, Ohio State University
1956-57	Earl E. Harper, State University of Iowa
1957-58	George L. Donovan, Pennsylvania State University
1958-59	J. Wayne Stark, A & M College of Texas
1959-60	Chester A. Berry, Stanford University
1960-61	Gerald O.T. Erdahl, North Carolina State College
1961-62	Floyd. I. Brewer, University of Cincinnati
1962-63	Abe L. Hesser, Oklahoma State University
1963-64	Max H. Andrews, New York University
1964-65	A.L. Ellingson, University of Oregon
1965-66	William D. Scott, University of Houston
1966-67	George F. Stevens, Oregon State University
1967-68	Richard Blackburn, Kansas State University
1968-69	Edwin O. Siggelkow, University of Minnesota
1969-70	Robert A. Alexander, University of California, San Francisco
1970-71	Harold W. Jordan, Indiana University
1971-72	Boris C. Bell, George Washington University
1972-73	Shirley Bird Perry, University of Texas, Austin
1973-74	C. Shaw Smith, Davidson College

Conferences of the Association

1914	Ohio State University, Ohio Union
1915	Ohio State University, Ohio Union
1916	Case School of Applied Science, Case Union
1917	Indiana University (cancelled because of war)
1920	University of Michigan, Michigan Union
1922	(March) Harvard University, Harvard Union
1922	(December) University of Toronto, Hart House
1923	University of Minnesota, Minnesota Union
1924	University of Pennsylvania, Houston Hall
1925	Purdue University, Purdue Union
1926	Cornell University, Willard Straight Hall
1927	University of Iowa, Iowa Memorial Union
1928	Vanderbilt University, Vanderbilt Union
1929	Universtiy of Wisconsin, Wisconsin Union

1930	Brown University, Faunce House
1931	University of Michigan, Michigan Union*
1932	University of Rochester, Todd Union
1933	Ohio State University, Ohio Union
1934	Indiana University, Indiana Union
1935	University of North Carolina, Graham Memorial Union
1936	University of Texas, Texas Union
1937	Purdue University, Purdue Memorial Union
1938	University of Minnesota, Minnesota Union
1939	University of Florida, The Florida Union
1940	University of Pennsylvania, Houston Hall
1941	University of Nebraska, The Student Union
1946	Universtiy of Minnesota, Coffman Memorial Union
1947	University of Illinois, The Illini Union
1948	Hotel Roanoke, Roanoke, Virginia
1949	Broadmoor Hotel, Colorado Springs, Colorado
1950	Michigan State College, Union Building
1951	Michigan State College, Union Building
1952	Oklahoma A & M College, The Student Union
1953	University of Cal., Stephens Union, Berkeley, Cal.
1954	Edgewater Beach Hotel, Chicago, Illinois
1955	The Greenbrier, White Sulphur Springs, West Virginia
1956	Purdue University, Purdue Memorial Union
1957	Hotel Utah, Salt Lake City, Utah
1958	Michigan State University, Kellog Center
1959	Deauville Hotel, Miami Beach, Florida
1960	Indiana University, Indiana Memorial Union
1961	The Broadmoor, Colorado Springs, Colorado
1962	Purdue University, Purdue Memorial Union
1963	The Greenbrier, White Sulphur Springs, West Virginia
1964	Indiana University, Indiana Memorial Union
1965	Sheraton-Palace Hotel, San Francisco, California
1966	Hotel Roosevelt, New Orleans, Louisiana
1967	Benjamin Franklin Hotel, Philadelphia, Pennsylvania
1968	Sheraton-Chicago Hotel, Chicago, Illinois
1969	Denver Hilton Hotel, Denver, Colorado
1970	Shamrock Hilton Hotel, Houston, Texas
1971	The Greenbrier, White Sulphur Springs, West Virginia
1972	The Chase-Park Plaza, St. Louis, Missouri
1973	St. Francis Hotel, San Francisco, California (March 18-21)
1974	Royal York, Toronto, Ontario (March 24-27)
1975	The Diplomat, Hollywood, Florida (April 13-16)
1976	Hotel Muehlebach, Kansas City, Missouri (March 28-31)
1977	Hotel Del Coronado, San Diego, California (March 6-9)

Minutes of the Annual Business Meeting

The annual business meeting of the Association of College Unions-International was convened by President Ronald Barrett of San Jose State University at 3:35 P.M., Tuesday, March 26, 1974, in the Ballroom of the Royal York Hotel in Toronto, Ontario, Canada. Mr. Barrett introduced parliamentarian Earl Whitfield of California State University, Fresno, who outlined the procedures to be used in the conduct of the business meeting and who passed on a request of the Resolutions Committee that these procedures be reprinted in the annual *Proceedings*. Mr. Barrett then introduced Chester A. Berry, who served as recording secretary.

Minutes of the Last Meeting

Richard Mayer of Hamline University moved, Ronald Hachet of the University of Wisconsin, Stevens Point, seconded and it passed that: *the minutes of the 1973 annual meeting as reported in the 1973 Proceedings of the Annual Conference be accepted.*

Announcements

Mr. Barrett announced the dates and sites of the next three annual conferences as follows:

April 13—16, 1975; Diplomat, Hollywood, Flordia
March 28—31, 1976, Hotel Muehlebach, Kansas City, Mo.
March 6—9, 1977, Hotel Del Coronado, San Diego, Cal.

He then announced that three professional development programs were scheduled for the summer, as follows:

July 21—27, Indiana University, subject, Union Management.
Sept 27—29, Wisconsin Dells, subject, Outdoor Programming.
June 13—15, Rochester Community College, subject, Student Activities/College Unions/Centers at Two-Year Colleges.

Memorial Resolution

Mr. Barrett called attention to the memorial resolufion honoring Vernon Kinsinger that had been distributed earlier and asked for a minute's standing silence in respect for Mr. Kinsinger.

Vern E. Kinsinger served as the director of the Student Center of Whitman College in Walla Walla, Washington, from its inception in 1946 until his death a few days after our fiftieth annual conference, March 24, 1974.

Vern's gentle leadership brought success to Whitman's Student Center program from the beginning, thanks to his sense of humor, his profound understanding and compassion, his helpfulness, his loyalty to the college, and his genuine talent for working with students. He earned the love and respect of students and staff alike.

Vern also served the Association as the second Regional Representative for Region 14, during the years 1954 to 1957. He had been the inspiration for several people, now active professionals in the union field, who studied under him.

He was also an active member of B.P.O. Elks No. 287.

Mr. Barrett announced that word had just been received of the death of William Gerry Martin of Bowling Green University.

Report of Vice President for Committee Affairs

Ernest Bebb of the University of Utah and Vice President for Committee Affairs presented a brief overview of committee affairs for the year and pointed out that collected copies of all committee reports were available in conference headquarters and that they would be included in the *Proceedings*. He took the occasion to remind the delegates that any co-sponsorship or endorsement of workshops or seminars by the Association required prior study by and clearance of at least the appropriate standing committee and that such a process required several weeks. Unions interested in gaining such co-sponsorships or endorsements should involve the Association early in their planning. Mr. Bebb moved, Mr. Spelman of the University of Rochester seconded and it passed that: *the reports of the chairmen of standing committees be accepted*. These reports are found in Appendix A.

Report of the Vice President for Regional Affairs

Mr. Spelman noted that duplicated copies of his annual report had been made available earlier and he moved, Mr. Bebb seconded and it passed that: *the report of the vice president for regional affairs be accepted*. This report is found in Appendix B.

Mr. Spelman read the following resolution and moved its passage. Richard Madison of Southern Illinois University at Edwardsville seconded the motion. The resolution is found in Appendix C.

Melvin Weisblatt of Case Western Reserve University moved and Richard Bredemeir of Kent State University seconded the following addition:

Furthermore, realizing that the greatest benefit of the proposal is in the involvement of a greater number of students and the final delivery of these experiences to the individual union,

Be It Further Resolved that:

The Executive Committee, in consultation with all of the Regional Representatives, allocate a portion of this assessment to the respective regions that desire to hold regional Student Staff Assemblies.

Considerable discussion ensued regarding the proposed amendment, which was eventually defeated. The original resolution then passed.

Executive Secretary Report

Mr. Berry noted that copies of his annual report had been enclosed in the delegates' packets and delivered an informal summary of the highlights of the report. The report is found in Appendix D.

Reports of Commission Chairmen

Adell McMillan, of the University of Oregon, chairwoman of the Commission on the Status of Women, summarized the *Study of the Status of Women in the Union Field and Their Attitudes*. She reported that copies of the study were available on microfiche from ACU–I headquarters and that a review of the study would be published in the June *Bulletin*. She moved, C. Shaw Smith of Davidson College seconded and it passed that: *the report presented by Ms. McMillan be accepted*. The report is found in Appendix E.

George Stevens of Oregon State University, Chairman of the Education Commission, summarized the published report of his committee, copies of which had been distributed earlier. Mr. Stevens moved, Mrs. Shirley Perry of the University of Texas seconded and it passed that: *the report as submitted by Mr. Stevens be accepted*. The report is found in Appendix F.

Edwin Siggelkow of the University of Minnesota, chairman of the Self-Study Commission, summarized an interim report of that commission. Copies of the report had been included in delegates packets. He moved, Mr. Bebb seconded and it passed that: *the report as submitted be accepted*. The report is found in Appendix G.

Report of the Director of Membership

Objectives

Coordination of a continuous international membership thrust.

Stimulate recruitment efforts for institutional and individual memberships.

Develop and implement recruitment and retention materials.

Maintain up-to-date listings of two-year and four-year institutional members, individual members, prospective and delinquent members, drop-outs and resignations.

Provide continuing analysis of membership records.

Review of Activities

Institutional membership during calendar 1973, saw an increase of 9.06%, or an additional 75 institutions. Total membership as of January 1, 1974, reached 903—the largest number of active dues-paying members the Association has ever had on its books.

Individual (professional) memberships increased almost 5% during the year and now total 668. It is interesting to note that the dues this year exactly doubled that of two years ago when the number of individual members was greater but the fee was lower than the current bargain at $15 per year.

The growth of the Association is dependent upon its programs and activities, its elected and appointed leaders and in particular upon the energies of the regional officials. The optimistic outlook reflected in this report must be attributed to the fine endeavors of most and the outstanding efforts of several of the regional functionaries. The addition of several regional membership coordinators has certainly paid off in some regions.

Finally, our sincere thanks go to Jo Shreve who has been so patient and helpful as she somehow has kept us informed and enlightened while struggling through the myriad of minutiae so essential in operating the central office. We shall miss her but wish her well in her new venture.

100 more in '74.

Report of Products Exhibits Committee

This report is being written four weeks prior to the conference at the Royal York Hotel, Toronto, Canada, March 24-26, 1974.

I have been either Coordinator or Assistant Coordinator of the Products Exhibits Committee every year for ACU–I since the 1957 conference in Salt Lake City. The exhibits over the years grew until it reached its peak in 1970 in Houston. Since then we have decreased and this year it is at an alarming low figure. The location out of the United States bothers many exhibitors with customs and red tape involved. The economic situation this year and the energy crisis have also been excuses for not exhibiting. It is some concern to the Product Exhibit Coordinator as to the effect regional exhibits have had on this year's conference. This is the first year we have opened up regional exhibits and our national has dropped. Also, it is indicated by many exhibitors that the delegates we get today at our conference have little or no buying or purchasing power. Recommendations by delegates seem to carry little weight. Many of our exhibitors feel they can hit the right person at conferences such as NEC, ACUCM, NACS, Purchasing Agents, etc. Exhibitors feel hours of conference programs do not allow enough exhibit viewing by the delegates to make it worth while. Hopefully this trend can be reversed by next year.

At report time we have 28 exhibitors taking 40 booths. We have five new exhibitors this year. Over 150 letters of invitation were sent out to companies this year. We also had our letters out as early as October 25, 1973. This is the earliest ever.

Following is a run-down on number of exhibitors and booths sold, plus the number of repeat and new companies each year since I have been working on exhibits:

	Exhibitors	Booths	Repeat & New
Toronto, 1974	28	40	23 Repeat 5 New
San Francisco, 1973	56	68	42 Repeat 14 New
St. Louis, 1972	69	81	44 Repeat 25 New
Greenbriar, 1971	72	82	50 Repeat 22 New
Houston, 1970	77	89	49 Repeat 28 New
Denver, 1969	61	71	41 Repeat 20 New
Chicago, 1968	49	60	40 Repeat 9 New
Phila., 1967	48	58	41 Repeat 7 New
New Orleans, 1966	45	54	40 Repeat 5 New
San Francisco, 1965	45	51	34 Repeat 11 New
Indiana U., 1964	37		
Greenbriar, 1963	45		33 Repeat 12 New
Purdue U., 1962	35		20 Repeat 6 New
Colorado Springs, 1961	33		24 Repeat 9 New
Indiana U., 1960	28		24 Repeat 4 New
Miami Beach, 1959	31		22 Repeat 9 New
Michigan State, 1958	20		16 Repeat 4 New
Salt Lake City, 1957	18		11 Repeat 7 New

****

The list of exhibitors for this year's conference is as follows:

Booth Number	*Exhibitors*
5	American Coin Systems
34	American Locker Company, Inc.
8	AMF Bowling Products
10,11 & 12	American Shuffleboard Co., Inc.
17,18, 23 & 24	Brunswick, Corporation
76	Coca-Cola USA and Coca-Cola Ltd.
35 & 36	Commercial Carpet Corporation
48	Films Incorporated
41	The Fixible Company
20	Johnson Industries Inc.
30	Laminex, Inc.
25	Macmillan Audio Brandon
15 & 16	Mitchell Manufacturing Co.
9	The Morgan Signmachine Co.
46 & 47	Penny Lane Sweet Shoppes
21	Roa's Films
29	The Seven-Up Company
39 & 40	Showcard Machine Co.
31 & 32	Sico Incorporated
44	Universal/16
33	Video Tape Network, Inc.
37	Wenger Corporation
7	Winchester-Western

New Companies exhibiting in this year's conference are as follows:

Booth Number	*Exhibitors*
49	American Youth Marketing Corporation
38	Bantam Lecture Bureau
27 & 28	Jerry R. Browne (Manufacturers Representative)

13	Pepsi-Cola Company
42	Pizazz Presents
14	Productions Unlimited

Report of the President

Mr. Barrett gave the following report:

On beginning this job as President a year ago, I spoke at the closing banquet regarding what you might expect from me this year and I listed my priorities for you. Well, what have I (or should I say "we") done? Have my priorities been realized?

To begin with, some words about the Presidency are in order. Because of the responsibilities connected with this role, one must have strong staff support on their home campus. The staff at the San Jose State Student Union has been most supportive, and for this I am extremely grateful. Secondly, I've been blessed with a very responsive Executive Committee and Executive Secretary. They always responded when called upon. Finally, the active work of the Regional Representatives, the Committee and Commission chairmen, and others in leadership roles has been an overwhelmingly positive experience for me. As the reports earlier presented here today suggest, our Association can hold its head up with pride in comparison with any other such group. Our total volunteer effort is most substantial.

To itemize briefly for you my involvement in Association activities this year is relatively easy to do. I attended and participated in three Regional Conferences, the Student Staff Assembly, three Executive Committee meetings, plus various special meetings, generally at the central office. I wrote for the *Bulletin* and originated and responded to many items of correspondence on a regular, daily basis. These experiences leave me with mixed emotions. Some tasks were routine and unrewarding; others called for some independent thought and produced pleasant experiences and responses.

But you may be still asking, what became of your priorities? I'll briefly deal with my assessment of where we are on the seven that I listed a year ago.

I first listed the *Self Study*. You've all received the first report distributed at this Conference. Because of the hard, persevering work of a few individuals, we can definitely count this as a plus. While we're not finished, the Self Study project has given us much information from our membership and has set some directions for us to follow. I feel good about this.

While not listed as a priority, I would be most remiss if I didn't pause to comment on the completion of the Study by our Commission on the Status of Women. It's a fine report and worthy of your attention. Our *educational program* was listed as my second priority last March. You're aware of the recommendations of our Educational Commission now and the clear mandate from our membership for "more" in this area. Recommendations are now before you for discussion this next year and hopeful implementation soon as we move in the direction of an Educational Director on our Central Office staff. The past year has included a number of regional and international workshops, seminars, short courses and conferences—too many to list now. We're continuing to do well in this area, with the Core Team on Program Development probably the most active and widely acclaimed.

The Association's *financial plight* was my third area of concern. Much remains to be done in this area, but we've begun to explore new directions and ideas. A new Finance and Development Committee is getting off the ground and hoping to come up with ways of finding funds to provide you with the increased services you want. Money is now made available to the regions in different ways than in the past, as a response to their expressed needs. We do not do well yet in funding our standing committees. Our first audit by a special Association committee suggests that while we get our full money's worth from the central office, more is desired yet in the way of services.

Membership in our Association was my fourth priority. I'm pleased with the good news our Director of Membership has relayed to all of us. Both institutional and individual membership is up. We're growing and this is a most positive sign in these days of financial belt-tightening.

As a fifth item last year, I talked about my concern with the productivity of some of our *Standing Committees*. These concerns still exist. The Self Study Report suggests a restructuring to better manage this large group of committees. I support such a move and will continue to urge that each committee be productive and relevant. I think we are moving in that direction. Several of our committees are working hard for our benefit and should be commended.

Regional activities were a sixth priority. When I consider the growth in this area in recent years, I'm extremely pleased. Many regions have excellent, diversified, year-round programs. Feedback from those at the last Student Staff Assembly attests to its importance in this regional growth.

The seventh, and final priority listed was a strong *Annual conference* program. This Canadian conference has been an important educational growth experience for me. I hope this multi-cultural opportunity has likewise been enlightening for you. We are fortunate to have had this opportunity.

Well, those were my seven. All in all, I feel we've had a good year as I reflect back upon it as related to these priorities. While I'm sure there may be individual disappointments here or there, I'm filled overall with a positive feeling of growth and vitality. We're alive and well and kicking.' We'll keep improving because we have some of the grandest people in the world in this work and they really care.

I thank you for having given me this chance to serve you.

Nominations Committee Report

Mr. Barrett introduced members of the 1974-75 Nominations Committee, which committee was deliberating throughout the conference. The members follow:

Robert Alexander, Chairman	University of California, San Francisco
Boris Bell	George Washington University
Denton Sperry	Hudson County Community College
Helen Eiffe	Moravian College
Linda Eldred	Indiana State University
Reuben Santos	Baylor University
Bernard Pitts	Oregon State University

Mr. Barrett then announced and introduced the members of the just-appointed Nominations Committee for 1975-76, as follows:

Boris Bell, Chairman	George Washington University
Shirley Bird Perry	University of Texas
David Ross	Central Connecticut State College
Lonnie Hall	Albany State College
Cornelia Spring	Case Western Reserve University
Vanne Hayes	University of Minnesota
Curtis Smout	Utah Technical College

Mr. Barrett introduced the Nominations Committee for 1973-74 and asked Chairman Scott to report. Mr. Scott noted that duplicated copies of his report were available and then announced that the results of the election of new officers showed Ernest Bebb as president-elect, Elizabeth Wright of Tuskegee Institute as vice president for committee affairs and Jack Sturgell of the University of Delaware as vice president for conference program. He moved, Lou Bauer seconded and it passed that:*the report of the 1973-74 Nominations Committee be accepted*.

Goal of Committee

To achieve the best possible slate of officers for the ACU–I, at the same time acknowledging the new constitutional guidelines now in the second year of operation. The objectives: (1) to assure the total ACU–I membership the opportunity to nominate potential officers; (2) to provide adequate opportunity for all nominees to accept or decline nominations and consideration by the nominations committee; (3) to personally interview all candidates willing to be considered by the committee (because of time element personal interview would be to those in attendance at the ACU–I conference); (4) to complete the ballot and obtain all pertinent information necessary for submission to the Executive Secretary in adequate time to comply with the constitutional deadline for mailing of ballot; (5) to provide a slate of officers with necessary expertise and concern for ACU–I; (6) to provide the association of college unions with a considerable high quality of leadership.

Procedures

The chairman of the 1974 nominations committee served as an appointed member of the 1973 nominating committee, therefore becoming chairman-elect of the '74 committee. The chairman-elect requested President Perry to make appointments to the 1974 committee by December 1972. The appointments were completed and the following members served as the 1974 Nominating Committee:

Robert Alexander, University of California Medical Center, Chairman-Elect, Past President
Lou E. Bauer, University of California, Regions 13, 14, 15
Dallas Garber, University of Toledo, Regions 7, 8, 9
William M. Glenn, Wichita State University, Regions 10, 11, 12
Ellen Mulqueen, Trinity College, Regions 1, 2, 3
Thurman Prescott, North Carolina Central University, Regions 4, 5, 6
William D. Scott, University of Houston, Past President

The committee, once selected, established its pre-conference procedures via mail and agreed that ballots would be mailed to all member institutions for potential nominees during the month of February 1973 or immediately after completion of the 1973 election ballot. This was accomplished with 65 ballots being returned, consisting of 107 different nominees for the three different offices.

At the San Francisco conference in March 1972 the committee met and established the operating procedures. They immediately posted in individual mailboxes a form asking all nominees to indicate their acceptance or decline of the nomination, also asking for time availability for interviews, if accepting. The committee proceeded to interview all potential candidates, placing calls to those nominees not present at the conference, but who the committee felt should be considered at this point.

Prior to leaving the conference the committee established a priority list of candidates for the three offices. Following the conference the committee proceeded to work via mail in consideration of recommended changes, arriving at a final slate in the month of October 1973. Nominees were immediately contacted and asked for their permission to have their name placed on the ballot. All six of the nominees accepted. There were no declines. The chairman at this point proceeded to request of the candidates a picture, statement, and biographical information. This material was compiled, placed in a suggested format and mailed to the Executive Secretary for editing and mailing. Ballot mailed from central office early February, 1974, well in keeping with constitutional deadline.

The chairman responded to Ed Siggelkow in a special study concerning candidates regards to the election procedures. This information was compiled and made available to Ed Sigglekow's committee.

It should be noted that the committee worked diligently in accomplishing the assigned tasks, not without some difficulty. This year found several potential candidates out of the union field for one reason or other, also a number of candidates declined to be considered because of responsibilities on the home front. The new time format provides: (1) adequate time to request nominations; (2) limited time for pre-conference contact; (3) limited time for personal interviews; (4) no possibility for face-to-face contact with nominees not attending conference; (5) adequate time between the annual conference and fall term for correspondence to make decisions on the final slate; (6) adequate time for contacting nominees for their permission and to obtain needed information that must be submitted to the Executive Secretary for making up mail ballot.

Overall the current procedures seem to work. There will probably be some dissent every year but the present procedures should be given the opportunity to prove or disprove themselves.

There being no further official business to be considered, Mr. Barrett ordered the meeting adjourned at 4:50.

Appendix A

THE 1973-74 ANNUAL REPORTS

OF

THE STANDING COMMITTEES

MARCH, 1974

Committee on the Arts

Committee on Current and Emerging Issues

Committee on Minority Programs (COMP)

Committee on the Performing and Visual Arts (COPAVA)

International Relations Committee (IRC)

Management Committee

Outdoor Activities Committee

Professional Development Committee (PDC)

Program Development Committee—CORE Consultation Team

Recreation Committee

Research Committee

Resolutions Committee

Two-Year College Committee (TYCC)

An Introduction and the Report of the Vice-President for Committee Affairs

On the following pages will be found the individual reports of the Association's thirteen standing committees. While I will reference various committees in this introduction and my report, it is important that each report be read in order to realize the scope and concerns of the standing committees of the Association.

An overview. Standing committees have been a part of the organization of the Association for a long period of time. Their beginnings precede the regional organization and originated as a structure which accomplished general Association-wide activities under the president. These were ongoing concerns in addition to the responsibilities for the Association's annual conference which were assumed by the Association's single vice-president. When the president-elect position was established in the early sixties, a prime responsibility of that new position was to give administrative coordination and support to the standing committees. In

1969, the position of Vice-President for Committee Affairs was established to better insure the needed coordination and support over a longer period of time for each incumbent than one year. In addition, the preparatory requirement for the president's position had increased. During this time of developing increased administrative support, the committees had increased in number from six to thirteen, including the incorporation of the Resolutions Committee which had been a one-year term presidential committee.

During this period when the number of committees more than doubled and the executive committee responded by proposing to the membership increased administrative support to the standing committees, two other factors occurred which equally affected their future. (1) The central office of the Association was established. Association funds, even with dramatically increased dues, were extremely taxed. The availability of additional funds to support new committees and other new programs was minimal. (2) The establishment of commissions for the Association under the president became a frequent and very productive new way to accomplish Association-wide new programs.

The Standing Committees...a Current View. While standing committees vary in objectives from very program-oriented to very philosophical and conceptual ones; the program, task assigned, and ones composed of a similar specialized group seem to be faring the better using the present standing committee organizational structure. The Association's Self Study thus far has generally confirmed the importance of the objectives of nearly all of the committees, but not necessarily the existence of all the committees, as the best means of reaching those objectives.

However, many committees have and are continuing to evolve new programs and handle their responsibilities well. The Recreation Committee has traditionally sought funding from sources outside the Association. This past year it has been in the process of expanding those sources. Outdoor Activities has taken on a similar model and begun to do the same. The Committee on the Arts has convincingly stated that if some of our tools cannot be wrought from our volunteers, then we should commission them... which is not a great deal different than conference program committees have done in the recent past. The Two Year College Committee has mobilized its efforts toward its own colleagues in our profession and brought about a significant increase in the two year college membership in our Association. Twenty-two percent of our membership is now from two year colleges.

The International Relations Committee has met as a committee with a similar professional organization to ours, National Association of Foreign Student Advisors. The Research Committee has completed the products survey guide and the Committee on the Performing Arts a film resource guide. The Resolutions Committee, once primarily concerned with preparing acknowledgements for conference program efforts and amenities, facilitated with care and thoroughness a major change in the Association's constitution two years ago and will no doubt be called upon to perform similar service when it becomes time to implement the results of the Self Study Commission. Program Development's CORE Consultation Team has proved we're often our own best professional resources in a manner and to an extent never before attempted. And, they have financed their program by using our members' own financial resources. One of our members primarily brought it into being without using any Association funds.

Problems and Obstacles...Some Solutions. The lack of the individual committees being able to establish adequate communication lines has plagued almost all committees practically from their beginnings. The inability of standing committee chairmen to meet face-to-face with committee members other than in frantic and inadequate periods during the actual program of the annual conference has been a near common problem. In order to combat this lack of opportunity to have invaluable meeting time, standing committee chairmen have begun to try to get their members, generally at their own expense, to meet prior to the beginning of the conference at the conference site. Two committees did this last year, seven planned to do so in 1974. While this necessarily cuts into the meeting time with other standing committee chairmen and members of the executive committee, it is potentially a good exchange of the chairmen's time to get the affairs of the committee underway. Without available funding, summer meetings of the committees remain atypical. However, they do occur and, coincidentally or not, the funding by the Association of the Committee on Minority Program's first summer organizational meeting has resulted in subsequent ones at members' expense. A suggestion for more geographical similarity in membership than geographical representation where practicable might very well result in more summer committee meetings.

A complete sharing of the Association's funding of standing committees with all of the chairmen has at least identified for all where our funds can go in the area of standing committees. It would be most desirable if the standing committee chairmen could begin participating in the preparation of the total annual budget for standing committees in addition to sharing the results. The establishment of a known general line item in each standing committee chairman's budget has seemed to facilitate the use of small amounts of committee funds without an approval process which the chairmen were simply unwilling to take the necessary time to accomplish given proposed expenditures involved. It has also given flexibility to the chairman who can gain one kind of fiscal support from his or her institution for committee activity over what another chairman can gain in another kind or for the chairman who can count on only a bare minimum of such support.

Nevertheless, Association funding for the standing committees will probably remain critically inadequate and the finding of resources outside the Association may be the most viable alternative whereever possible and appropriate.

Coordination and contact with standing committee chairmen by the executive committee, specifically through the Vice President for Committee Affairs, will continue to be a very difficult and time consuming task. Except for important general communications to all standing committee chairmen, most individual concerns of particular committees must be handled individually. The thirteen committees have very little in common in the subject matter of their problems and requirements for projects. Liberal sharing of committee newsletters, mid-year, and annual reports is a valuable intercommunication and information sharing practice; one which has been felt to be important to most committee chairmen.

The preceding doesn't address communication between the Vice President for Committee Affairs and the committee membership as a whole. Of course the primary contact with the committee member should and practically must be with the committee chairman, but that is not enough. The chairmen and the committee members should have more... and beyond general information to all members of the Association. Two mailings have gone out to individual committee members which, in addition to giving information to and being supportive of chairmen's concerns, requested information concerning the committee members' feelings on committee chairmen selection, individual membership in the Association, etc. The number of responses was not only beyond expectation, but their content extremely valuable in determining where I could best concentrate my efforts in serving the standing committees as a whole.

Selection and appointment of standing committee members and chairmen: this really means accurate identification and good placement of the Association's potential and known volunteers regarding the standing committees. It is the successful accomplishment of these two vital processes which I believe to be our most important task in order that the work of the membership might be initiated and accomplished. Considering the numbers of our membership upon which we are concentrating are increasing daily, we must make the opportunity to participate as accessible as the opportunity to join.

Providing opportunities for the volunteer to seek committee membership and recommend candidates for new chairmenships has been a priority of mine. Announcing availability of committee membership in the *Bulletin* and soliciting all members and coordinators of existing committees as well as regional representatives for new chairmanships has been a beginning. The process has been very valuable, but it is just a part of what needs to be done. Simply stated, I believe we need to concentrate our efforts on finding the best volunteers available as well as to maximize the experiences of the ones we have already identified. At the present time, I believe we have generally determined more things which need to be done than we have identified volunteers to do them. We need a carefully thought-out program which will provide us with the volunteers we need to do the programs we have established. Equally important, such a program will provide for our membership a vehicle by which they can individually better fulfill their desires to become involved in the Association.

Looking to the future. I'm confident that the Self Study Commission will provide answers and suggestions which will strengthen the standing committee structure. I have no doubt that different ways of doing some of the things standing committees are now doing will be proposed. I also believe there will be the needed recommendations which will help to remove some frustrating obstacles which presently confront the standing committees. Nineteen experienced colleagues in our Association who have been or are presently working with the standing committee structure prepared papers for the Self Study Commission to use in their deliberations. Although each felt that the standing committee structure had very significant problems which must be resolved, each also indicated that a standing committee structure is viable and needed in any proposed reorganization or reallignment of the Association. I agree wholeheartedly.

Ernest Bebb, University of Utah
Vice-President for Committee Affairs
1972-74

COMMITTEE ON THE ARTS

Objectives:

Research, market, promote, and implement the development of educational programs and publications in the arts, in a concerted effort to increase awareness, understanding, sensitivity and appreciation of art forms.

Concern itself with all segments (architecture, creative crafts, film, literature, painting, sculpture, video, etc.) of the arts to provide direction and resources for the membership it serves.

Strengthen the COTA program at the regional level in an effort to provide creative, stimulating input for our international program and COTA publications.

Give particular emphasis to assessing and interpreting trends in cultural affairs, exchanging significant ideas and experiences about arts programming, and establishing communication with related regional, state and national art organizations.

Projects:

REGIONAL ARTS PROGRAMS

The role of the chairman of COTA has been somewhat redirected in that, from a practical, realistic viewpoint, it was felt that more direct feedback was necessary from the regions to see where our structure was weak, and to give the regional coordinators the support they wanted and were demanding. It took me some time before coming to grips with the situation and assuming this role. In fact, at first I tried to assign the responsibilities of regional programs to someone else. This did not work. Frankly, I feel that I am in touch with the regional coordinators now and that we are getting some good lines of communication established.

This year there has been a high turnover in arts coordinators and I have relied on the regional representatives and the outgoing arts coordinators to help identify professionals who are interested in furthering the arts programs in their respective regions. For the first time in I don't know how long we have a full complement of COTA personnel. Now we have to see if we, as COTA, can be a force to our regions and to arts programming.

Several ideas/programs have been put into effect with some of the regions, and I know others are commencing with similar plans of action. For example, each region is to establish a regional arts program. The members come from a variety of backgrounds, yet all have an interest in the arts. Already there has been some expression of support for this idea because of its help to the regional arts coordinator. The work load is not resting totally on his/her shoulders and there is time for thinking about expanded regional arts programs. With numbers there is strength. There are many professionals who have the time and talent, and our regional art coordinators are contacting them.

Also, the establishment of an Arts Newsletter has been one of the regional projects. Colleges and universities should have knowledge of what's available in art resources/exhibits in front of them continuously. Some regional coordinators have established an arts column in their regional newsletter; just as Judy Babcock has done with the Arts Corner for the ACU-I Bulletin. Others have started their own art communiques receiving financial support from their regional representative. The important point here is communication and the regional arts coordinators are trying to serve as art resources, tap what is needed in art by colleges and universities and developing programs that can be of service for their region.

Each region's art programs should be serving as educational tools not only for students, but for the union or activities professional as well. Emphasis presently is being placed on creating sound, imaginative programs for the regional conferences. Each arts coordinator should be seeking direct input into the program and regional representatives have been asked to give their support to these people.

In review, I feel extremely good about what is happening. There are some regional arts coordinators that are having problems and we will be trying to work some of these out at the Annual ACU–I conference. I might add here that each new arts coordinator that has been appointed was asked if he/she could receive financial support from their institution to attend the conference. This was instituted because we are trying to meet each other in person, establish face-to-face types of communication and attempt to share and identify art programs that can be of value to our regions. The annual conference is the one time when this can happen, and all COTA Coordinators have been encouraged to attend.

As chairman, I think my new role is good, and I believe the regional arts people are supportive of this approach. They have been responsive (through annual reports) and many are contributing their time and talent to the international program through the International Arts Resource Center.

INTERNATIONAL PROGRAM 1974

There are two factors which have been instrumental in the amount of art input to the ACU–I Conference in Toronto.

A. First was the selection of Ann Hicks to the Conference Program Committee. Last year many of us involved in the arts expressed concern that we needed a voice on the Conference Program Committee. I hope that the Committee on the Arts is asked about the selection of someone to that committee, not only for next year, but in the years to come. When people see what is going to take place in Toronto, I hope art will have its place more solidified as a strong, significant segment of the Conference Program.

B. Important to the annual conference is the International Arts Resource Center. Believe me, COTA and the people who have put this together and who will be participating are all to be commended. On paper, and in thought it looks outstanding. Bill Yost, Region 10 Arts Coordinator and Coordinator of this project has been thorough, imaginative, sensitive and excited. We have gotten so much encouragement about this project that it cannot fail. The program will speak for itself, and C.O.T.A. pledges itself to continue to be supportive of this type of endeavor. Here, art and art resources are out in front for everyone to view and participate in. The center will be of the highest quality and should provide many with visual, auditory and educational stimulation. Almost all of the Regional Coordinators will be involved with the center's development.

PUBLICATIONS

A. *COTA Corner:* Judy Babcock has established this column in the ACU–I Bulletin. We had talked about establishing something along this nature a year ago to discuss many of the issues centered around art, comments on what trends or directions art was taking, relate new art mediums, and serve as another art resource. The project has gotten off the ground and we have received support from the central office, however we need more input, and we plan to be discussing this at the conference. Judy has taken several areas of concern or interest and has asked people to contribute. The response has in most cases been favorable, but we need more. We plan to continue with the column and identify how it can be even more effective.

B. *Art Exhibitions: Sources and Resources*—Ann Hicks is coordinating along with Pat Krueger, John McCauley, and Don Burke a revision and expansion of the Art Exhibitions booklet. By conference time the process should be about completed. It is doubtful whether it can be totally printed for distribution.

C. *Artist-in-Residence Program*—Carol Barta, Duquesne University, has indicated that people are still requesting her booklet and that she has copies left (50 cents each).

D. *Creative Arts Management—A Guide for the Campus and Community Arts Leader of Non-Profit Institutions*—Joan Cochran Rieveschl. As you may recall, the idea and support of such a guidebook was discussed last year and given the go-ahead. Joan has indicated to me that she will have one or two chapters complete by the annual conference. At this time I would like to distribute to several coordinators copies of the project as submitted by that time, and request that they comment to myself and Joan. If we are to see funding along with the National Entertainment Conference Arts Committee in a cooperative effort, then we need to review this proposal carefully. I am pleased with the content of the work and if there is continued support it may be necessary to establish a review board.

E. *Crafts Publication*—Barbara Kasler
I put this last for there are many avenues to take with this project and time right now is not on our side. As many of you know, the project took a tremendous setback this fall when I learned of Barbara's health problems. Wanting to remain sensitive to all concerned, I have asked Barbara to proceed, if she thought she could, at a rate that would be satisfactory to her. (To regress, she had already sent us a rough draft; we reviewed it, made suggestions; I saw her personally late last fall to go over the revisions and approaches we wanted to take.) As of yet, I have not received a new revision and feel that an alternative course of action may be necessary. The alternatives, I will discuss briefly here, but will deal with one of them at the national convention.

1. To ask that someone take what Barbara has already done and rework the efforts to suit our needs and publish it as a cooperative effort. Also, the person would share the honorarium.
2. To turn the project entirely over to someone else to complete this summer and receive total or partial re-

muneration for the final effort. We have several arts coordinators who could assume the responsibility.

3. To have Barbara complete the project herself with some time restrictions. (In some respects I have already tried to work with this alternative.)
4. To ask that several professionals assume the task of writing sections of the publication to be submitted to a review board.

Presently, I am of the opinion that we can no longer dally and that something of quality about crafts must be published. Believe me, Mrs. Kasler will be sensitive to this concern. My hope is that the project will be finished soon and in print.

SUMMER ARTS COORDINATORS MEETING (Proposed 1973, never completed)

At the last committee meeting, Sid Miller, Northwestern University, proposed an Arts Workshop/Symposium in Chicago where Arts Coordinators, students, and professionals could gather to discuss mutual concerns and receive new resources to work with for arts programs. Because of time limitations and personal commitment to local concerns, the project has not progressed. In talking with Sid, we may need to identify someone else who has the time to devote to this endeavor. Several people have been suggested.

MEMBERSHIP

BRENTON H. STEELE, Chairman	St. Cloud College
JUDITH BABCOCK	University of Arizona
JOHN CARR	California State University, San Jose
SID MILLER	Northwestern University
Region I—Coordinator	
David Lee	Trinity College
Region 2—Coordinator	
Parker Jenkins	Cornell University
Regional Members:	
Charlene Kilgore	University of Rochester
Frank Starr	SUNY—Alfred
Sy Zacher	SUNY—Purchase
Robert McLaughlin	SUNY—Oneonta
Region 3—Coordinator	
John Veen	LaSalle College
Region 4—Coordinator	
John McCauley	Penn State University
Region 5—Coordinator	
John McCauley	Memphis State University
Region 6—Coordinator	
Barbara Blankenship	Mississippi State University
Region 7—Coordinator	
Toni Riccardi	Northwestern University
Regional Members:	
Mary Dickson	University of Illinois-Chicago
Kay Emel	College of Lake Country
Mary Ellen Lynch	Univ. of Wisconsin-Stevene Point
Jack B. Porritt	Michigan Tech. University
Gayle Froether	Univ. of Wisconsin-Oshkosh
Mary Helm	Univ. of Wisconsin-Milwaukee
Region 9—Coordinator	
Dodie Betz	Ball State University
Region 10—Coordinator	
Bill Yost	Mankato State College
Region II—Coordinator	
Katherine Giele	University of Kansas
Regional Members:	
Ruth Standley	Hastings College
Jan Cloyde	Oklahoma State University
Region 12—Coordinator	
Don Burke	Angelo State University
Region 13—Coordinator	
Rosanne Cartelege	Arizona State University
Region 14—Coordinator	
Gary Olson	Ricks College
Region 15—Coordinator	
Gary Kleeman	University of California-Irvine

CURRENT & EMERGING ISSUES

COMMITTEE

The interim report of the C & EI Committee addressed the need to recruit an active Committee membership as well as to search out new approaches to projects. This report will review progress since that time and will include some recommendations and/or options for future consideration.

Current Membership. New members have been appointed to the Committee for one year although reappointment is possible. Active participation including a workable project or specific contribution has been made a criteria for membership. It has also been generally agreed that persons working on a topic may associate with the Committee for the duration of the project without involvement in the more general work of the Committee.

Current Projects. James Stahl has continued to work with Brenda Premo on the handicapped student topic and is preparing for a special interest session at the Toronto Conference. Toni Riccardi has volunteered to assist Ellen Mulqueen with the Travel Questionnaire results and plans a bibliography on a current issue. The two new Committee members are involved in identification of issues and have also volunteered as discussion leaders for the Toronto Conference.

Overview of Committee Work. The Committee, since its origin, has been struggling to find viable ways to meet its goals. Without intending to oversimplify or to rationalize, the lact of productivity stems from difficulty both in combining the right resource people for work on a topic and also in creating the methods of handling a topic area so as to reach Association members. The following means for handling issues have been identified so far by the Committee:

A. Research, identify experts, and define for work by special assignment to an ACU-I membership group or an existing committee.
B. Refer topic as a session to the Conference Program Committee.
C. Refer to Regional Conference planning committees.
D. Develop as an article for the Bulletin.

E. Develop as a paper under C & EI auspices for the annual conference or announce availability via the Wire.
F. Set up a meeting among a group of people located near enough to get together.
G. Develop a bibliography for distribution.
H. Dick Judd's new book reviews column in the Bulletin opens another new avenue.
I. An organized search for identification of issues could lead to a new publication column which outlines emerging concerns.

The most frequent concerns from Committee members include: hesitancy to tackle large broad new topics (such as the implications of the age of majority) and preference for an assignment rather than taking the time to think up a topic and follow procedures for clearance when it is likely that many projects are appropriate for other committees.

Future of the Committee A decision on whether or not to continue the Current & Emerging Issues Committee should be made during the Toronto Conference where members of the Committee can meet with the Vice-President for Committee Affairs and other Association leaders.

A. Is there a need for a committee whose purpose is correspondence with Association members to search out current and emerging issues?
B. Should C & EI members be responsible for working on specific topic areas?
C. Should C & EI members be responsible for seeking out resource people and assisting them with work on a defined topic area?
D. If the Committee is disbanded, is there a need for the appointment of a person to coordinate new projects which do not come under the auspices of an already-existing committee?
E. Under such a coordinator, should the Committee membership list include those people who have in the course of the year worked on a project, i.e., a floating membership?
F. Is the current mode of special commissions and task force groups the more viable way to handle new issues within the Association?
G. How many of the problems faced by C & EI are specific to that Committee and how many reflect the problems of the overall committee structure?
H. Should the disbanding of C & EI wait for the completion of the review of the committee structure?

COMMITTEE MEMBERS

Susan R. Fedo, Chairperson	Wellesley College
C. Michael Harris	Clarkson College of Technology
Richard Judd	Central Connecticut State College
William G. Pollock	California State University
Toni Lee Riccardi	Northwestern University
James O. Stahl	Ohio Northern University

COMMITTEE ON MINORITY PROGRAMS

From March of 1973, in San Francisco, until January of 1974, the Committee on Minority Programs has completed some of the programs it undertook, is still working on other projects undertaken, and is projecting into the future. We have had, probably, some of the same problems that other committees have had in the past that seemed always to plague a committee, especially when it is large.

This year, mailing for COMP has increased and information about COMP has been disseminated over a wider spectrum. Many of the projects that were undertaken by COMP will not be completed until 1975. This was realized and accepted by the Committee since we are interested in producing quality and not quantity.

The success of COMP is reflected, not only by the Committee and the persons on it, but also those minorities outside the Committee doing their share. We have had great support in this one area, and I would like to state at this time that a committee can only be what its committee membership is, and what those people outside of that committee make it. So, let's work together.

INITIAL STATEMENT OF PURPOSE ON MARCH 31, 1973

"I move that a Standing Committee, called the Committee on Minority Programs, be established to succeed the Task Force on Human Relations. A primary mission of this Committee shall be the engendering of an immediate and continuing commitment of union staff and students to the following objectives. The efforts of this committee must be directed through regional activities to all union organizations."

PURPOSE AS NOW ESTABLISHED

The Committee on Minority Programs is for the purpose of development to the fullest extent, the six charges that were presented to us in 1972. We will, as a committee, do all within our power to work for the improvement and development in understanding the problems of all minorities in relation to our college institutions. We will urge all regions to help initiate, motivate and cultivate those programs which COMP feels are vital to those institutions. We will develop an on-going communications system between Regional Representatives, Regional Coordinators, Standing Committees, and the Executive Committee of the ACU–I. We will try, to our utmost ability, to be aware of and alert to problems that exist for minorities, and to be of as much assistance as we possibly can.

CHARGES SENT TO COMMITTEE ON MINORITY PROGRAMS

A. Accelerate professional development of black and other minority staff members.
B. Enlarge employment opportunities for blacks and other minority staff members in college unions at all levels. (Note: This is the same as Resolution No. 5—Black Caucus.)
C. Develop an inventory of resources to help college unions present programs which will lead to an appreciation of

minority cultures. Such an inventory might include exhibits, films, lectures, and concerts. Such components of the association as the Committee on the Arts, the Committee on the Performing and Visual Arts, and the Program Development Committee can assist.

D. This committee shall be an important personnel resource to assist with the upward mobility of minority staff persons within the association. (Note: Same as Resolution No. 1—Black Caucus).

E. This committee shall assist the planners of annual and Regional Conferences to identify minority speakers, artists, and other resources. It also shall help unions locate subject matter who are members of minorities and whose expertise will enhance the union programming.

F. To develop guidelines for the most effective expenditure of the Task Force Fund and for further augmentation of this fund.

ORGANIZATIONAL STRUCTURE

COMP is a committee that was established in March of 1972. At present, it has 12 committee members. The committee reports to the Vice-President for Committee Affairs.

PROJECTS:

Coordinating System: Boris Bell, Charles Wright

Workshop Model: Diane Morisato, Archie Copeland

Setting Up Criteria For Seminar Attendees: Bob Handy

Display Booth In Toronto: Andy Wertz, Roberta McLeod, Gina Johnson

Award Criteria: Cornelius Grant, Gregory Campbell

Election Of Minority Participants For Toronto Conference-Rudy Cunningham

Projects/Activities Accomplished Since 1972-73 Annual Report.

Three minorities attended the Indiana Professional Development Seminar held at Indiana University in Bloomington. A minority representative also taught one of the sessions there.

We held our summer meeting at Greensboro, North Carolina North Carolina A & T was the host school.

New committee members were selected.

Minorities were notified by mail of vacancies on the Standing Committees, and in various regions.

Persons were contacted by Andy Wertz concerning their concerns about the constitution. No response.

Minorities were asked to participate in seminars to be presented in Toronto. Response was poor.

Job mailing information is still going out.

Recommendations to the Executive Committee were accepted. These recommendations were:

A. The Association will help in the financing of the first seventy-nine resumes received by COMP to be listed in ACQUIRES.

B. COMP will give a report, either at one of the luncheon meetings, or the business meeting in Toronto.

C. It was suggested to the Executive Committee and Self Study Commission that a member-at-large position be established to the Executive Committee and that a minority person be appointed to this position. This is still pending.

D. Approval for our booth in Toronto.

Criteria for attending seminars has been completed by Bob Handy of Southern Illinois University (see attached). It was felt that this project had to be undertaken in order for members of minorities to have advance notice about the seminars.

The coordinating system has been set up by Boris Bell of George Washington University, and Charles Wright of Coppin State. We are still having problems with this system in that we are not getting the feedback necessary for the system to be effective. However, we have received response from Region 2.

The brochure that will be published by COMP hopefully will be completed by Toronto.

Minority keynote speaker has been handled by Ron Loomis, with help and suggestions from COMP.

Finished Directory of COMP members.

Projects/Activities In Process.

Completion of our resource manual (3/74)

Minority programs on the regional level (3/74)

Model workshop still is not complete (3/74)

Projects/Activities Contemplated And Abandoned.

Establishment of an award (tabled).

Article about COMP in *Wire* or *Bulletin*

Committee Activity Accomplished Not Applicable To Specific Projects.

COMP did reorganize as a committee.

Added six new members to its committee.

We held our committee meeting in Greensboro, North Carolina at North Carolina A & T, at which Sullivan Welborne was the host.

At this meeting, we decided on the projects for the year to be worked on.

Met with Boris Bell twice about the Coordinator System.

As Chairman for COMP, attended Region 12 conference held in San Marcos, Texas, and also had the opportunity to attend Student/Staff Assembly in St. Louis, Missouri.

Was invited to participate in Region 2 conference, however, could not accept invitation due to a graduate study course. Ernie Jackson substituted for Chairman.

I would say that COMP has accomplished a great deal, since a lot of people are using our material.

BACKGROUND INFORMATION ON COMP

The Committee on Minority Programs was developed in April, 1972, in St. Louis, Missouri. They held their first meeting in June, 1972, at Bowie State College, Bowie, Maryland. The Committee consisted of eight individuals. The Committee was assigned six charges that were presented to them by the Executive Committee of the Association of College Unions International. It was now our job to develop programs, means and methods for each of these charges.

In considering the best way to attain positive results, we decided to work on a short-range basis on all six charges. And the work began.

During the annual conference in March, 1973, which marked the second year of COMP, it was quite obvious that COMP was not as visible as we thought it was. We planned that, during the second year, COMP would become a more visible and more workable committee within the Association.

Several areas are starting to develop and, at this time, we have very high hopes that COMP will be successful. Programs that have been developed, or are being developed, are: the job file; criteria for those attending the Indiana seminar; developing models that will be used on the regional level; causing minorities to be represented on standing committees; various other recommendations to the Executive Committee; printing of articles; development of a resource manual; development of a coordinator system, just to name a few. Details on these projects are omitted, since many of them have not been completed.

The overall objective for COMP is to develop viable programs of a substantial nature that will help individuals become aware of the minority situations that exist on our campuses. We are not totally concerned with racial minorities. We are concerned with minorities, such as the handicapped, hemophiles, veterans, the prisoner gone back to school.

We are developing programs that relate either directly or indirectly to the six charges that were handed down by the Executive Committee. These six charges are listed on page 2.

MID-YEAR REPORT

A. **Projects/Activities Accomplished Since 1973 Conference.**
Three minorities attended the Indiana Professional Development Seminar (Charles Wright, Ernest Jackson, Laurence Gishey). Also, a minority representative (George Taliaferro) taught one of the sessions. Summer meeting held in Greensboro, N.C. Projects assigned. New committee members selected and appointed were asked to apply for Standing Committees, Regional level task, attend Indiana Professional Development Seminar. Minorities being represented on Standing Committees. Minorities being asked to participate in seminars—completed (not well received). Job mailing still going out. Recommendations to Executive Committee were accepted. Refer to Ron Barrett's minutes.

B. **Projects/Activities In Process**
Job Resume information. Letter has to be sent for them to register with ACUIRES and Registry (Waiting for computer). Minority Programs Regional Level—Model Workshop should be finished January, 1974. Booth in Toronto —March, 1974. Brochures—Incomplete—January, 1974. Keynote speaker—undecided—Ron Loomis. Organizational structure of COMP— printing incomplete—March, 1974.

C. **Projects/Activities Contemplated**
Establishment of an award. Directory of COMP members to membership. Develop resource manual. Workshop with new name.

Committee Members

Pamela J. Peters, Chairman	Delaware State College
Boris C. Bell	George Washington University
Gregory Campbell	Cornell University
Roosevelt Cunningham	Virginia State College
Cornelius Grant	Albany State College
Robert W. Handy	Southern Illinois University
Ernest Jackson, Jr.	Cornell University
Ms. Gina M. Johnson	Metropolitan State College
Ms. Roberta McLeod	Queens College
Ms. Diane Y. Morisato	University of Hawaii
Andrew W. Wertz	Hamilton College
Charles B. Wright	Coppin State College

COMMITTEE ON THE PERFORMING AND VISUAL ARTS

A. Projects/Activities accomplished since 1972-73 Annual Report.
  1. Suggested outline for a workshop on Film Programming.
  2. The ACU-I Film Survey and *Bulletin* article.
  3. "Current Trends in Successful Concert Programming II"
  4. Suggested outline for a workshop in lecture programming.
  5. Outline of suggested activities for Regional Coordinators.
  6. An article on funding for programming from the National Endowment for the Humanities was prepared for *Bulletin* publication

B. Projects/Activities Abandoned:
  1. Association Film Service project.
  2. Annotated bibliography on written material in Performing and Visual Arts areas.
  3. Pre-Conference seminar on Film Programming for 1974 Annual Conference.

C. Projects/Activities in progress.
  1. Survey on Lecture programming (Completion date expected, summer, 1974).
  2. Film rental program with West Glen Communications.
  3. Film Reference Guide (Completion date expected, March, 1974).
  4. National and local information of Supreme Court ruling on obscenity.

D. Projects/Activities contemplated
  1. Continued survey and detailed information on National Endowments for the Arts and for the Humanities, and the American Revolutionary Bicentennial Administration on obtaining supplementary funds for programming.
  2. Information about working with promoters.
  3. Information, both survey and specific, on technical requirements (sound and lighting) for live performances.

E. Committee activity accomplished not applicable to specific projects
  1. Approval of official statement of purpose by Executive Committee.
  2. Information sent, as available, to Regional Coordinators that may be helpful to them.

3. The Chairman attended the Student-Staff Assembly.

Committee Members

Hal Weiner	University of Texas
Steve Beltzer	CUNY-Queensborough Community College
Lewis Burke	Alcorn A & M College
Bill Brown	Washington State University
Mark Stephens, Chairman	University of South Dakota

INTERNATIONAL RELATIONS COMMITTEE

A. **Projects/Activities accomplished since 1972-73 Annual Report.**

1. A questionnaire on international programming was distributed to all ACU–I institutional members and to approximately 1,100 members of the National Association for Foreign Student Affairs (NAFSA). Staff members at NAFSA's central office assisted with drafting the questionnaire, which was endorsed by the ACU–I Research Committee.
2. A preliminary report on Canadian concerns has been submitted by George Munroe, who is heading a special Study Group for the International Relations Committee (IRC).
3. Cornelia Spring and Tony Codding met with representatives of NAFSA in Washington, D. C., on Monday, November 5, 1973. Representatives of NAFSA at the five hour working meeting were Hugh Jenkins, Executive Director, Marty Etchison, Director of Special Programs, and James R. Smothers, Jr., Director, Educational Services Division of the United Negro College Fund, Inc. Minutes of the meeting were distributed to members of the ACU–I and NAFSA Executive Committees. A list of NAFSA Regional Coordinators was sent by the IRC chairman to each ACU–I Regional Representative with the hope that communications will be established, if such is not already the case.
4. Working with Ralph Morrison of NAFSA, IRC member Cornelia Spring has planned a program session for presentation at the ACU–I conference in Toronto. The session, "Involving Foreign Students in the Union," is scheduled for reciprocal presentation at the NAFSA Annual Conference in May, 1974, at Albuquerque, New Mexico.
5. In December, 1973, Lew Conway sent copies of the "Guide for International Visitors" with covering letters to people outside North America who had expressed an interest in attending the Toronto conference.
6. On December 3, 1973, in Washington, D. C., Tony Codding represented ACU–I at a Round Table Conference on "The International Dimensions of the American Revolution Bicentennial Commemoration" sponsored by PeopleTo-People International. A brief report on the one-day meeting was submitted to the ACU–I Executive Committee.

B. **Projects/Activities in process.**

1. Teddy Murphy, with the assistance of a foreign student at Fairleigh Dickinson University, is compiling the data obtained from the questionnaire on international programming. The number of returns was as follows: 246 from ACU–I member institutions and an equal number, 246, from NAFSA members. On behalf of ACU–I, appreciation is expressed for the support provided by Fairleigh Dickinson University in making it possible for a foreign student to assist with compiling the survey data. Results of the survey will be shared with NAFSA.
2. George Munroe reported that he had received 18 responses to his request for comments on the Preliminary Report dealing with Canadian concerns:
   a. There appears to be general agreement with the report's content.
   b. The brochure for Canadian college unions probably should be delayed until all the responses to the preliminary report have been received and there is a better idea of the needs and interests of Canadian colleges and universities.
3. Based on the very fruitful November 5 meeting with representatives of NAFSA, it appears that there are a number of avenues for meaningful cooperation:
   a. Collaboration on the international programming questionnaire is one example.
   b. NAFSA is very interested in ACU–I's approach to student involvement. (Student-Staff Assembly concept, is an example).
   c. There is interest in having two members of ACU–I's Core Consultation Team meet with two NAFSA consultants for the purpose of comparing techniques and exchanging ideas. Such a meeting is in the process of being arranged.
   d. Better circulation of appropriate publications.
   e. Communications between college union staff members and foreign student advisors on many campuses can be improved. Each party probably has good resource value for the other.
   f. The resource potential in each Association can be extended to occasional program sessions at annual conferences.

C. **Projects/Activities contemplated.**

1. The occasional distribution of international affairs information to Regional Representatives for publication in regional newsletters.
2. Drafting an Association brochure for Canadian college unions.
3. Follow-up correspondence after the Toronto conference with college unions outside of North America.
4. Maintaining an international thrust for the Annual Conference to be held in Florida.

5. Assisting the Association in deriving an international focus for the Bicentennial Commemoration.
6. Recruitment of new IRC members.

D. End of term reflections.

Being Chairman of a Standing Committee for the past three years has been a satisfying and worthwhile way of making a contribution to the Association. The accomplishments and revitalization of IRC that have occurred are due largely to an excellent committee of interested, capable, and reliable members.

When assuming responsibility for IRC in March, 1971, there was some question as to whether there should be an International Relations Standing Committee. The situations of an international nature that have surfaced within the Association during the past three years and the involvement of IRC in meeting these situations would appear to reinforce the assumption that the Committee does have a meaningful role to play. This role has been clarified in the Committee's revised objectives, which after two years of application seem to be realistic and functional. There is still much that can be done to strengthen ties between the Association and Canadian college unions, to improve communications with college unions outside North America, and to continue developing mutually beneficial relationships with other organizations, such as NAFSA.

Finally, Standing Committees in general appear to be a viable arm of the Association. It might be that a greater attempt could be made to encourage Standing Committees to communicate regularly with all the Regional Representatives, feeding them information for newsletters and identifying ways in which Committees can better serve as ACU–I resources.

Committee Members.

Anthony S. Codding, Chairman	University of Pennsylvania
Ted Babbitt	Susquehanna University
Lewis W. Conway	Drexel University
Peter Faid	University of Manitoba
Claire C. Fay	Barnard College
Sanders D. Letbetter	Texas A & M University
George A. Munroe	Acadia University
Miriam L. Murphy	Fairleigh Dickinson University
Cornelia Spring	Case Western Reserve University
Clark E. Drummond, Ex-Officio	Oberlin College

COMMITTEE ON MANAGEMENT

A. The Management Committee accepted the resignation of Peter Balesano as a Committee Member.

B. Three new appointments were made to the Management Committee. They were—Mrs. Audrey Hozack, Vern A. Solbach, and James F. Keeney.

C. Mrs. Audrey Hozack, with hard/efficient effort, has lined up a PreConference Seminar on Management.

D. Bill Crabb is chairman of the NACUFS (National Association of Colleges and Universities Food Services) Committee on Contract Feeding.

E. In mid-summer, the chairman initiated a Committee Newsletter which will be published on a monthly basis. He also assigned each committee member a management subject which is to be researched and published by Toronto Conference.

F. Max Cook has started work on a M.B.A. at Boise State College and will be doing a 'study regarding public reaction to alcohol on campus.'

G. The chairman has had contacts with Trans Tech, Inc. of Kansas City regarding their food service computerization services. He has also observed personally what they are doing with Nebraska Methodist Hospital in Omaha.

H. We have tried to keep the communications open with the Vice-President for Committee Affairs, the Vice-President for Conference Program and with the Executive Secretary. We also try to answer managementtype inquiries with promptness and expertise.

Committee Members:

Bruce Hudson, Chairman	Iowa State University
Thomas E. Cleary	University of Wisconsin
Max W. Cook	Eastern Oregon College
William Crabb	Southern Illinois University
Donald T. Hinde	California State University-Sacramento
Ms. Audrey Hozack	University of Toronto
James F. Keeney	Western Illinois University
Vern A. Solbach	Whitman College

OUTDOOR ACTIVITIES COMMITTEE

Projects/activities accomplished since 1972-73 Report

Two thirty-minute slide programs on outdoor activities, complete with narration and sound track, have been assembled by Gary Grimm, University of Oregon along with Peter Fromm, Bruce Mason and others associated with the Erb Memorial Union outdoor program.

The first program is entitled "College Outdoor Programs" and presents the philosophy and procedures for establishing a collegiate outdoor program. The second program, entitled "Cooperative Wilderness Adventures", describes the program initiated by the University of Oregon outdoor program in cooperation with the ACU–I Outdoor Activities Committee. Both of these programs are available for rent through the ACU–I central office.

One of the goals of the committee was to establish a resource team on outdoor programs. This goal was partially realized with the conducting of the first Midwest Outdoor Recreation Conference, featuring seminars in over 12 outdoor activity areas. This conference was attended by 125 delegates and it is hoped that it will serve as the format for the conducting of several similar workshops throughout the United States and Canada next fall.

The third area of interest for 1972-73 was the development of a preconference workshop for the ACU–I conference for the discussion of outdoor activities. Hopefully this project will be culminated with a successful seminar at the Hart House Farm near Toronto. This workshop will be conducted by Gary Grimm, University of Oregon, along with other resource people from the Committee.

In addition, at the annual conference a display is planned of various camping and outdoor gear, with actual demonstration of canoe building and other outdoor activities.

Projects/activities in process

It was hoped that the Cooperative Wilderness Adventure publication (a publication listing trips sponsored by various collegiate outing clubs in which students from other universities could participate) would be expanded to include activities available in the midwest and eastern United States. This project has been partially realized but financing continues to be an obstacle, along with encouraging eastern schools to contribute trip offerings to the publication. Continued emphasis will be placed on expanding this publication.

Projects/activities contemplated for the future

Several projects are in the planning stages for future implementation. These include the offering of several weekend outdoor workshops for staff members and students in the fall of 1974. Already several of these workshops are in the planning stages and it is hoped that a brochure can be distributed in the early fall, publicizing these activities.

In addition the committee is hoping to develop resource people with expertise in particular outdoor activities in order that information can be made available on such things as canoing, scuba diving, skiing, etc. Eventually it is hoped that resource guides may be published on these different interest areas.

After writing this report a grant proposal has been made to a major midwest manufacturer for the financing of various committee activities, including the development of outdoor activity conferences, and the publication of various resource booklets. One of the major obstacles for the committee has been one of finances and, hopefully, if we are successful with the grant proposal the can offer more services to members.

Committee Members

C. Daniel O'Sullivan, Chairman	University of Wisconsin-Whitewater
Barry Bonifas	Western Washington State College
Jan M. Carlson	Mankato State College
Gary Grimm	University of Oregon
Harrison S. Hilbert	Idaho State University
James H. Sleezer	University of Minnesota
H. E. Llewellyn	Haskell Indian Jr. College
Einar N. Pedersen	Tulane University
Greg Simmons	Adams State College
Barry Wilson	East Stroudsburg State College
LeRoy Dennis	Utah State University

PROFESSIONAL DEVELOPMENT COMMITTEE

PROJECTS/ACTIVITIES IN PROGRESS

ACU-I Professional Development Committee is updating the brochure entitled "Graduate Programs and Related Work Opportunities in the College Union Field." Information is being gathered by William Edwards by direct correspondence with institutions and by soliciting information in the *Union Wire*.

The Professional Development Committee reviewed and participated in rewriting the COSPA publication, *Student Development Services in Higher Education*. The chairman participated in the revision of the document as a member of the COSPA Professional Development Committee. The document, as revised, will be circulated to all COSPA commission members before April.

The Committee also reviewed the COSPA publication, *Considering a Career in the College Student Personnel Profession*. This document is due for reprinting before June 1, 1974.

Information was gathered for document to be published by COSPA of in-service training programs sponsored by professional association.

Members of the Committee corresponded with members of other professional associations, particularly those associations in COSPA, concerning the development of professional associations for certification or educational program design in ACU-I.

The Committee has reviewed the standards used by various accreditation groups as they relate to unions, extra-class activities, and student personnel in general. The summary of the self-study, when it is complete, could be useful to accreditation agencies as they revise their standards. The accreditation groups pay very little attention to the activities of unions.

The Committee has reviewed the admission standards used for master's degree candidates in college student personnel. There is interest in COSPA in developing an aptitude test to be used along with other information about a student as an adjunct in the selection process of candidates for a master's degree in college student personnel. A questionnaire to ascertain the need for the development of an aptitude test has been developed and is being distributed by COSPA. The questionnaire has been reviewed by Professional Development Committee.

Most of last year's meetings and correspondence have been in review of the Professional Development Committee. The Committee's main concern has been to understand its function in relation to the overall educational program of the Association, and in providing input into the Education Commission so this is properly structured when the "selfstudy" is complete. It is the unanimous recommendation of the Professional Development Committee that the P.D.C. be eliminated as a standing committee, and that the Education Commission distribute the responsibilities of P.D.C. between the home office personnel and a new educational officer of the Association. If a standing committee called Professional Development Committee is to continue in ACU-I, it should be composed of regional professional development coordinators.

The committee has been in a holding action with regard to new projects and new members, subject to resolution of its status as a standing committee.

COMMITTEE MEMBERS

Frank Bartow, Chairman	University of Wisconsin-Milwaukee
Aaron Carpenter	Grambling College
William C. Edwards	University of Missouri, St. Louis
Erik L. Erickson	University of Minnesota, Minneapolis
John D. Lawson	California State Polytechnic College
Robert A. Reid	Cornell College
Robert Ruday	College of Steubenville
Clark Drummond	Oberlin College

PROGRAM DEVELOPMENT

COMMITTEE

A. Committee Objectives

1. To recognize, communicate, and further develop the professionalism of programmers and union programming.
2. To increase the emphasis on programming as well as the participation of programmers at all levels of the Association.
3. To develop program resources and tools by providing model programs and workshops for union programmers along with committee research.
4. To take an active part in the program development of the Association's activities by recommending and assisting with conference program sessions, workshops, and standing and special committee projects.

B. Committee Activity

1. Compilation of selected union programs. This outline of specific programs is seen as an updating and modernization of *These are our Best*. Ms. Christine Pashoff is currently working on the project.
2. Area Programmers Groups. A model for local groups of programmers to use in arranging informal colleague groups for the exchange of information and the solving of local problems. Mr. William Foster and Ms. Judy Markoe are the committee members working on this project.
3. Programmers Handbook. A complete overview of programming being compiled by Michael Blachly. The work is now at the printer's with distribution to about fifty programmers expected. After being evaluated by these programmers a revised "final" edition will be available to the entire membership.
4. Programming Game. Using game theory as a base, Ms. Judy Markoe has developed a game for use at campus, area and regional levels. The project is ready for distribution to the general membership.
5. A workshop on minority programming. Mr. Archie Copeland has been working on this project in cooperation with the Committee on Minority Programs. COMP has delayed action on this pending the outcome of other projects. The progress of this project will be geared to COMP's time schedule.
6. Professional self evaluation form. Project delayed until other projects completed.

End of Term Overview from the Chairperson

The potential of the Committee on Program Development is still not being fully realized. The future of the Association's programming effort would seem to depend upon consideration of items such as the following:

A. There is not a clarification of the responsibility of the Committee vis-a-vis other committees. There are several committees which relate to programming. Based on recent experiences a review of the functions assigned should be undertaken;

B. Many of the programmer's needs are being dealt with by other national organizations. There is, thus, a need to develop an identification of the functions for Association committees which is based on a recognition of the resources and contributions of other organizations;

C. Related to *B* above is the problem of coping with the tremendous amount of information currently being produced. It would appear that one of the possible areas for the committee to use as a focus would be the production of a summary somewhat like the Wire, or relevant articles;

D. For the committee to adequately respond to the needs of membership, there is a need for the commitment of resources to the committee. A group cannot be expected to function as a coordinated entity unless the members come to know one anothers' strengths and weaknesses. The current level of funding does not provide an adequate basis for committee functions;

E. It would appear that the present committee arrangement of the Association does not necessarily encourage contributions by noncommittee members. Should the individual members undertake a commitment to share with each other through the *Bulletin*, there would be an improvement in programming efforts of many member institutions;

F. Perhaps a structural rearrangement is called for. It might make sense to establish regional programming resource people. This would probably be a more rapid response to locally oriented matters but would require more individual contributions to maintain an international communication. Another possible rearrangement would be the establishment of a permanent position in the central office to serve as a program development officer. Although this may be contrary to the traditions of a voluntary organization, it might be the way to improve the programming effort.

A primary objective kept in mind while drafting this report is that the Association needs to increase its programming effort. Yet, while increasing the effort, the Association must provide a structure which maximizes the benefits of the Association to the members.

In the past two years the members of the Committee on Program Development have expended a considerable amount of energy attempting to identify and respond to the programming needs of the members of the Association. There are several identifiable results of these efforts. The committee members have wrestled with the problems of the Committee and deserve the recognition of their colleagues. I would add my thanks to the efforts of every member of the committee. The accomplishments are the results of their efforts.

COMMITTEE MEMBERS

James D. South	Pennsylvania State University
Beverly Benford	Chicago State University
Michael Blachly	University of Tennessee
Susan Wagnon Clagett	University of Texas
Archie W. Copeland	University of North Carolina

Bonnie Fitzgerald	Iowa State University
William R. Foster	Adelphi University
Judith A. Markoe	University of Houston
Christine Pashoff	St. Louis University
Daniel Sullivan	SUNY College of Potsdam

PROGRAM DEVELOPMENT COMMITTEE—CORE CONSULTATION TEAM

Projects/Activities Accomplished Since 1973 Conference.

Student-Staff Workshops

The following student/staff workshops have been conducted by the Core Consultation Team since the 1973 Annual Conference:

May, 1973 University of Hawaii, Manoa campus (for colleges located in the Hawaiian Islands). Stayton Wood*, Corky Hagler, Susan Clagett.

June, 1973 Cornell University (Region 2). Ed Siggelkow*, Judy Babcock, Adell McMillan.

August, 1973, Penn State (Region 4). Judy Babcock*, Ed Siggelkow, Rufus Simmons.

August, 1973, University of New Hampshire (Region 1). Judy Babcock*, Stayton Wood, Dorothy Pijan, Ed Siggelkow.

September, 1973, West Texas Stat University (Regions 11, 12, 13). Stayton Wood*, Karen Nixon. *October, 1973*, Brigham Young University (Region 13). Judy Babcock*, Mike Blachly, Ryck Luthi**.

October, 1973, Memphis State University (Region 5). Susan Clagett*, Jack Sturgell, Mike Blachly.

November, 1973, Illinois State University (Region 9). Corky Hagler*, Karen Nixon, Mike Blachly.

* Workshop Coordinator

** Regional resource person who served as an active Team member

December Meeting of the Core Consultation Team. Team members had a special opportunity to meet and exchange ideas regarding the ongoing program and future directions at a meeting hosted by Mountain View College in Dallas, December 12-14, 1973. Seven Team members attended at their personal expense: Judy Babcock, Michael Blachly, Susan Clagett, Corky Hagler, Adell McMillan, Dorothy Pijan, and Stayton Wood.

The general agenda consisted of the following items:

A. Program of Student/Staff Workshops.
  1. Curriculum/content areas
  2. Exercises/methods/techniques
  3. Process concerns
  4. Workshop planning and organization
  5. Value of the student-staff workshop program

B. Future Directions and Role of the Core Team.
  1. Ongoing workshop program
  2. Regional conferences and regional involvement
  3. Individual consultation
  4. Special interest consultation
  5. Core Team organization
  6. Composition and membership on the Core Team
  7. Developmental programs for Core Team members
  8. Finances
  9. The Toronto Conference

At present a detailed report of the December meeting has been mailed to Core Team members who were not present in Dallas for their response and reaction. A copy of the report has also been filed with the Vice President for Committee Affairs. The future directions of the Core Team are depending upon the recommendations of the Team members and the future directions and plans of the Program Development Committee.

Projects/Activities in Progress.

Pre-Conference Workshop for 1974 Annual Conference in Toronto. At the invitation of the 1974 Conference Program Committee, the Core Team will conduct its second Pre-Conference Workshop in Programming for Staff. A programming workshop for college union staff differs from a workshop designed for a combination of students and staff. Although many areas will overlap, it is essential that the special interests/concerns/needs peculiar to staff be considered as an integral part of the workshop design.

The 1974 Pre-Conference Workshop will include an exploration and discussion of the following general areas:

A. The Rationale for a College Union and a College Union Program.
B. Organizational Planning in the College Union.
C. Program Planning in the College Union.
D. Personal/Professional Planning for Programmers.

Articles for the Bulletin. A progress report on the Core Consultation Team and its program of student/staff workshops written by Stayton Wood has been submitted for the March issue of the *Bulletin*. In addition, Peter Sorensen and Ryck Luthi have indicated a preliminary interest in compiling a more detailed report and analysis of the consultation program for a summer issue of the *Bulletin*.

The Companion *to the Uncommon Guide.* The author and researcher of the *Uncommon Guide to College Union Programming*, distributed at the 1973 Pre-Conference Workshop in Programming, Jack Sturgell, is currently at work on an extensive update to be titled the *Companion*. In addition to updating categories established in the original *Guide*. Jack is adding several new programming areas in the addendum.

Projects/Activities Contemplated.

Research Preferences and Assignments. A survey of special interest areas has been compiled for each Core Team member. Depending upon specific new directions of the Team and the scope of the program, assignments will be made according to interest. At the December meeting of the Team it was clear that new research is needed as well as the development of new exercises and approaches for the workshop program.

Effort to Inform the Membership of the Availability of the Core Team for Workshops in 1974. The proposed *Bulletin* articles will help to inform the membership of the availability of the Team for programming workshops. In addition, it is anticipated that the Pre-Conference workshop in Toronto will acquaint members first-hand with the Core Team program. An informational flier outlining the purpose and availability of the Team to conduct workshops is recommended.

Developmental Fund for the Team. The Team is interested in building a fund which would allow opportunities for developmental programs for Core Team members. A $2.00 per person charge will be levied at all future workshops. In addition, the Team members are foregoing their honorarium at Toronto to contribute further to the fund. Other sources are also being considered, including a "benefit" workshop which would generate additional monies.

Toronto Meeting of Core Team Members. A meeting of Core Team members will be scheduled for Toronto to discuss the current program, proposed directions, and membership.

Addition of New Members. Depending upon the specific needs of the Team to continue and expand its program, new members will be considered at a meeting of the Team in Toronto. Team members felt that it was important for persons under consideration to be discussed by the entire Team on an annual basis. Hopefully this would allow for an orientation to the Team program while in Toronto.

RECREATION COMMITTEE

A. Projects/Activities accomplished since 1972-73 Annual Report
   1. Completion of national face-to-face tournaments in billiards, men's and women's bowling, bridge, men's and women's table tennis, men's and women's trap and skeet. This was the first year that the Committee had been able to offer competition for women in table tennis. A grant from General Sportcraft and the efforts of Dick Gage were the ingredients that brought this program together.
   2. The annual summer meeting of the Recreation Committee and the Regional Recreation Coordinators was held at the new ABC-WIBC Headquarters in Milwaukee, Wisconsin, June 24-27, 1973.
   3. Planned and conducted a Management Seminar in bowling, billiards, etc. The Seminar was highly successful, thanks to Jerry Mock, AMF, and Brunswick.
   4. Compiled bibliography of recreation films and other materials available from various sources to institutions and organizations.
   5. Established a rapport with officials of Pabst Brewing Company to seek funds to allow for increased participation in the men's and women's billiards tournaments. In February, 1974, Pabst agreed to fund participation of 6 additional regional winners at the national tournament and tentatively committed total support for all regional winners in the billiards program in 1974-75.

B. Projects/Activities in process
   1. Conference Program Sessions in Toronto
      Recreation Programming—Can Union Recreation Areas Be More Than Billiards and Bowling—Jerry Mock
      Recreation Programming—The Recreation Committee In Action—Gary Bartlett
   2. Meetings with American Bowling Congress to develop plans for a projected men's team bowling championship. Gary Bartlett, Men's Bowling Director, is the Recreation Committee's representative.
   3. Organization and direction of international championship tournaments for 1974.
      Billiards—Kent State University; Bowling, Men—Indianapolis, Indiana, Women—Houston, Texas; Bridge—Memphis State University; Table Tennis—University of Wisconsin-LaCrosse; Trap and Skeet—Cleveland Gun Club, Chardon, Ohio.
   4. Continuing efforts to provide regional bowling team winners an opportunity to compete in an international championship tournament.
   5. Providing pertinent information to prospective grant donors to encourage new sources of funds for increasing the offerings of the Recreation Committee.
   6. Plans for a pilot program for regional tournaments are proceeding in Region 6. Each state in this region will conduct state tournaments. Winners in each state event will meet one week later to determine regional champions. The purpose of this program is to attempt to determine if participation can be increased when the amount of travel is reduced.

C. Projects/Activities contemplated
   1. Repeat the Management Seminar in conjunction with AMF, Brunswick, National Bowling Council.
   2. Develop a consulting team for union recreation facilities. The team would visit colleges and universities and evaluate existing and proposed union recreation facilities and prepare recommendations for improving the offerings of the recreation areas.
   3. Develop overall policies and guidelines for the selec-

tion/ sponsorship of activities under the auspices of the Recreation Committee.

4. Prepare a copy on each of the activities and print in brochure form. The brochure would be for distribution at regional tournaments, international tournaments, and for mailing to interested individuals and groups.
5. Fund raising to allow an international championship tournament in chess.

Committee Members

Gail C. Clay	University of Tennessee
Fred Balmer	General Motors Institute
Gary Bartlett	St. Cloud State College
Donald R. Carter	East Tennessee State University
Richard S. Gage	University of Houston
Jerald M. Mock	University of Wisconsin-Madison
Gordon J. Teigen	University of Wisconsin-LaCrosse
George E. White	Mississippi Valley State College
John Whitehead	Central Missouri State College
Ronald E. Whittaker	Appalachian State University

RESEARCH COMMITTEE

Activities/Projects Completed

Updated and published *We Need to Know* flyer which suggests areas of research and study in the college union field.

Completed the *Outstanding Products Inventory* booklet by John Ketter and distributed copies to the membership.

Completed the "Survey of Selected Higher Education Associations" by Marvin Swenson for use by the Executive Committee and others.

Completed work with Cliff Wood on his dissertation, *Student Activities in the Two Year College and the Role of the College Union*. This work was reviewed by Richard Degus chairperson, Two-Year College Committee in the *Bulletin*.

Although research and studies done by the Commissions and Committees of the ACU–I need not be cleared by the Research Committee, the group is requested to react to such projects. During the past year the following have been examined: Questionnaire on Status of Women; Self Study Survey; International Programming Questionnaire, and Trap and Skeet Survey.

Projects/Activities in Process

Critiqued and worked with Louise Josephson on her masters thesis entitled, *A Survey of Crafts in the College Union*.

Preparing an update of the ACU–I's policies on research which should be completed in approximately three months.

Preparing guidelines for Association surveyors. Time of completion unknown.

Projects/Activities Contemplated and Abandoned

An update of *Facts on File*.

A summer face-to-face meeting.

Responses to Inquiries About Research and Information Pertaining to College Unions

During the year numerous inquiries were received by the Research Committee about projects or for requests of information on file.

The items below are representative of some of the requests received and information forwarded to the inquirer:

Self surveys on use of union facilities.

What are some research areas in programming?

Perceptions of union facilities as they relate to programming.

Information about student operated unions.

Techniques for evaluating union programs.

Entertainment contract regulations.

Information about music listening rooms.

Student personnel workers, union staff members, student activities and their relationships.

Counseling and the union staff.

Billiards operation survey.

Student employees in college unions.

Programming and student attitudes.

Alcoholic beverages in unions.

Evaluation of union boards.

Committee Members

Chester Berry	Executive Secretary, ACU–I
Gerald Brown	University of California, Berkeley
Porter Butts	University of Wisconsin-Madison
Tina K. Foley	Northwestern University
Edward F. McManness	Gettysburg College
Sidney J. McQueen	Normandale Community College
Bernard J. Pitts	Oregon State University
Linda Wright Simmons	Duke University
Marvin O. Swenson	Pacific Lutheran University
Melvin Weisblatt	Case Western Reserve University

RESOLUTIONS COMMITTEE

Projects/Activities accomplished since 1972-73 Report:

The Resolutions Committee is basically not a project oriented committee. During the past year some members of the committee worked with members of the Executive Committee on a proposal to change the make-up of the Executive Committee. The end result was to delay action until the Self-Study Commission completes its report.

Projects/Activities in process:

Subcommittees are preparing the memorial and closing banquet resolutions. The idea of presenting a multi-media banquet resolution was dropped, but with some hope of reviving it for future conferences. Honorary life membership resolutions are being prepared for two recipients at Toronto.

Committee activity accomplished not applicable to specific projects:

The committee membership has been filled and a new chairman appointed. Some members carry over to next year, so the new chairman will have a small core of experienced members with which to work.

End of term comments:

The Resolutions Committee frequently has little more to do than to prepare formal resolutions such as memorials, closing banquets, etc. These tasks are time consuming and not very interesting, but are important to the function of the Association. On occasion, when a major issue comes up that interests most members, the Resolutions Committee can provide a vital service for the ACU–I. The most recent major changes in the Constitution and By-Laws best illustrate the committee's function. The issue of the *dual slate*, change in membership status, increase in dues, etc., was the subject of heated debate. The Resolutions Committee, working with all elements of the Association was able to generate proposals which might have resulted from extensive open debate of these issues. Issues of this nature should not arise very often but when they do, the Association will need a strong and fair-minded Resolutions Committee.

Committee Members:

Earl Whitfield	Calif. State University, Fresno
J. William Johnston	Pennsylvania State University
William C. Edwards—1974	University of Missouri, St. Louis
Calvin Kearney—1975	North Carolina Central University
Ellen Mulqueen—1974	Trinity College
Richard L. Mayer	Hamline University
Elizabeth L. Wright	Tuskegee Institute

TWO YEAR COLLEGE COMMITTEE

A. Projects/Activities accomplished since 1973 Conference

1. Publication of the May, 1973, issue of the *TYCC Newsletter* reflecting research information available to the two-year membership, as well as projected projects for 1973-74. Publication of the January, 1974, *Newsletter.*
2. Completion of the doctoral study by Dr. Cliff Wood entitled *Student Activities in the Two-Year College and the Role of the College Union*. A review of this study was submitted to the Executive Secretary in July for publication in an upcoming issue of the Bulletin. This study was jointly endorsed and assisted by both the research committee and the two-year college committee.
3. Recruitment—1973
   Primarily through the cooperation of the central office, a recruitment brochure specifically related to the two-year college within ACU–I was mailed in early September, to an estimated one thousand two-year institutions. As was indicated in the minutes of the Executive Committee meeting held last summer, the recruitment of two-year colleges during the year 1972-73 contributed significantly to the membership. The TYCC feels that the response this year should be as successful as the previous year. Presently, there are an estimated two hundred two-year members within the Association. This figure is about twenty-two percent of the total institutional membership.
4. Assessment Phase—Self Study
   Information was forwarded to the Chairman of the Self-Study Commission relative to some of the findings of Dr. Wood's study which should prove to be of assistance in Step 2 of the "Assessment Phase" of the Self-Study. More feedback from the TYCC and Regional Coordinators shall be forthcoming in future months.

B. Projects/Activities in process

1. Increased articles for publication in the Bulletin.
2. Development of a *Talent Resource Pool* of Two-Year Professional Members. While this program was initiated in the latter part of 1972 and further discussed in San Francisco, the methodology for soliciting such data, as well as the manner in which this data would be used thereafter, has yet to be determined.
3. Composite Study of Student Leadership Development Programs in the Two-Year College.
4. Conference Program—1974
   For the first time, the Conference Program Committee-1974, has a two-year college representative on the Committee. This person was active in the planning and coordination of those sessions specifically related to the two-year college.

C. Projects/Activities contemplated

1. A Governance Study of Two-Year Colleges as related to Union/Activities functions.
2. Monograph—Student Activities in the Community/Junior College. This project is still in the pre-natal stages and would entail a collaboration with a variety of individuals within and outside of the Association.
3. Sub-Regional Workshops—Two Year Colleges. Hopefully, as an outcome of SSA-VI, ideas will be forthcoming, on a regional scale, relative to one or two-day workshops designed to meet the needs of specific interest groups. The TYCC can assist in both the stimulation for, as well as suggested approaches toward such an endeavor.

D Committee Activity accomplished not applicable to specific projects.

Since the San Francisco Conference, the Two-Year College Committee has lost two of its members, Joseph Laufer and Arthur Marshall. These individuals have assumed different professional functions within their respective institutions. In addition, one new member, John Haggerty, has been recently added to the Committee. The TYCC is presently looking toward further increasing this membership in the near future.

At the summer meeting of the Executive Committee, a proposal was adopted which expanded the qualifications of the two-year regional coordinator to that of being "a professional staff member at a two-year member institution."

The appointment of Frank Borelli, Director of Student Activities, William Rainey Harper College, as the new Chairman of the TwoYear College Committee for a two-year term, effective the 1974 Toronto Conference.

The first comprehensive pre-conference meeting of the members of the TYCC for the purpose of evaluating past programs and setting goals and assigning responsibilities for the 197475 year.

Committee Members:

Richard Degus	Monroe Community College (Chairman)
Frank Borelli	William Rainey Harper College
John Haggerty	Harford Community College
Phil Rokicki	Jefferson College
Mike McIntyre	Green River Community College

END-OF-TERM REPORT
1971-1974

GOALS AND OBJECTIVES OF TWO-YEAR COLLEGE COMMITTEE

One of the initial changes which occurred during the past three years was a change in the nomenclature and objectives of the then, Junior College Committee. Many of the two-year professionals within ACU–I had been concerned about the restrictiveness of the term *Junior College*, and thereby the confusion which the nomenclature created. In addition, the goal and objective statements of that Committee, while appropriate at the time the Committee was created, were outmoded and therefore, misrepresented the needs of the two-year college membership. As a result, the initial efforts of the Committee were directed toward both a name change, as well as a rewriting of the objectives of the Committee.

In the first year, both the name change was realized and more importantly the objectives were approved as rewritten, based upon the particular needs of the two-year institutions. While this change was not the *resurrection* of the Committee, it did provide a new and valuable thrust for the Committee.

That each college should be continually continually conscious of the needs of the college community in the development of its program; that college center activities are not necessarily restricted to a particular institution, but rather have farreaching applications; that the development of student leadership is a continual responsibility of a union program; that construction of a college center needs professional input and consultation in the areas of program, operation and management to best meet stated objectives; the Two-Year College Committee commits itself to the following objectives:

A. Create interest in ACU–I among two-year colleges both on a regional and international level.

B. Assist two-year institutions in developing a college center activities program on their campuses.

C. Provide two-year institutions with information relative to all areas of management, operation and program.

D. Cooperate with Regional Representatives and Two-Year College Coordinators in determining ways in which the Association can better serve the two-year institutions.

E. Serve as a liaison with other organizations which also serve the needs of two-year institutions, as those needs relate to the stated purpose of ACU–I.

F. Encourage participation of individuals with two-year educational institutional expertise as program participants in the ACU–I Regional and International Conference.

MEMBERSHIP AND RECRUITMENT

One of the primary concerns of the TYCC was the lack of membership, institutional and professional, of two-year colleges within ACU–I, in relation to both the total overall institutional and professional membership of the Association, as well as the number of two-year colleges throughout the country who were not presently members but would benefit from such membership.

Through the combined efforts of the Two-Year College Committee, and in particular, Phil Rokicki, as well as the Executive Secretary of the Association, a comprehensive and continual recruitment program directed specifically to the two-year colleges was developed. This recruitment program, initiated in September of 1972, entailed individual mailings of a specific brochure entitled, *ACU–I & THE TWO YEAR COLLEGE*, to over 1000 two-year colleges.

As a result of the efforts of the TYCC in this area, during the past three years, a 90-100% increase in two-year institutional membership within the Association has been realized. As of January 1, 1974, an estimated two hundred two-year colleges are members of ACU–I.

The TYCC, in establishing this recruitment objective, also considered the implications of what increased membership would necessitate and directed its efforts toward some of those areas.

CONFERENCE PROGRAM (1973-1974)

Recognizing the need for program input into the International Conferences, during the past three years the TYCC has directed its efforts toward making the Conference Program Committee aware of the needs of the two-year colleges relative to Conference Program, and establishing a spirit of recognition and cooperation on the part of both interest areas.

These efforts, to date, have been reasonably achieved through significant increases in program content, and professional participation within the actual conference program. One of the results of our commitment to this concern, was the appointment for the first time of a member of a two-year college on the 1974 Conference Program Committee.

Resulting from this *spirit of cooperativeness* which has consciously been nutured, during the past three years the conference programs have been characterized specifically in the area of two-year colleges by a substantial increase in presentations by two-year professionals; keynote addresses by noteworthy educators in the two-year college field; and increased programs of relevance to the particularized interest needs of the two-year colleges.

RESEARCH

Within its own scope of responsibility and with the assistance of the Research Committee, the TYCC, during the past three years, has been very much concerned about the availability of research specifically related to two-year institutions, to complement the abundant research data which is already provided by the Association.

During the past three years, research studies have been completed and made available to the membership of the Association either through presentations at international conferences, or in written form, or both. While the primary recognition for this research lies with the individuals who compiled and researched the data, the TYCC cooperated in varying degrees in offering assistance and/or direction in these areas. The TYCC recognizes the necessity for much more visibility in this field of research; however, simultaneously, view this as a step in a positive direction. The research completed was:

The Two-Year College Activities Director, Model Job Descriptions From Selected Two-Year Junior-Community Colleges."—Joseph Laufer

A Study to Determine the Services and Facilities for a Community College Center by L. H. Horton, Jr. (Doctoral Study)

A Selected Bibliography for Student Activities/Unions in the Two-Year College."

Student Activities in the Two-Year College and the Role of the College Union by Cliff L. Wood. (Doctoral Study)

REGIONAL RELATIONS—TYCC

During the past three years the TYCC has attempted to work very closely with the Regional Two-Year College Coordinators for the purpose of sharing national concerns with them regionally, as well as extending the vehicle to indicate regional concerns on the international level.

Resulting from this respective awareness, the qualifications for Regional Two-Year College Coordinators was revised during the past year to insure that such coordinators were professional staff members from two-year institutions. During the past two years, opportunities for sharing of interests and concerns between the TYCC and the Regional Coordinators have been incorporated into the formal structure of the annual conference. Since 1972, with the publication of the *Two-Year College Committee Newslatter,* a vehicle for sharing regional programs of particular interest to two-year colleges throughout the country has been provided. (However, a great deal of work remains in this area.)

Without question, constant working relationships among the Regional Coordinators and the TYCC is essential to the accomplishment of the goals of the TYCC and the Association.

COMMITTEE MEMBERSHIP

A continual concern of the TYCC during the past three years has been the membership composition of the TYCC in relation to a series of considerations: The number of members, geographical representation, special interest groups, roles and functions of members, commitment expectancy, turnover, etc....

This concern has not only been restricted to the composition of the TYCC but also increased involvement of two-year professionals on other Standing Committees within the Association.

During the past three years the following professional members were and/or still are members of the Committee:

Frank Borelli (Chairman-Elect)
Jane Gentry Smith (1972)
Richard Karch (1971)
John Zeien (1972)
J. William Johnston (1973)
Joseph Laufer (1973)
Art Marshall (1973)
Phil Rokicki (1975)
John Haggerty (1976)
Mike McIntyre (1975)

FUTURE DIRECTIONS/CONCERNS

During the past three years, the TYCC has made important strides within the Association; however, it has had its number of shortcomings, especially during the past year. Resulting from both its achievements and shortcomings, a number of challenges lie ahead for the TYCC Some areas which the TYCC should consider directing its efforts toward are:

A. Development of a closer liaison relationship with the Regional Two-Year College Coordinators in identifying and sharing program concerns on both a regional and international level. (A number of good things are happening in two-year institutions and regions throughout the country, and other professionals and institutions need to be aware of them). The challenge is to determine the vehicle and methodology for communicating this information.

B. Compilation of input into the Self-Study Commission which will assist the Commission in better identifying and understanding the needs of the two-year professional.

C. Increased efforts in the area of recruitment; however, the primary emphasis should shift from one of obtaining new members to one of developing meaningful programs of benefit to institution and professional membership.

D. Efforts need to be directed toward increased written research related to the two-year activities/union field. This research needs to be both short-term and long-range in nature. Possible areas for exploration might include such topice as: governance structures in the two-year college; the responsibility of activity/union programs to the outside community; student-staff relations in decision-making at two-year institutions; sources of funding for two-year activities programs, etc....

E. Development of a talent-resource pool of two-year professionals who have demonstrated expertise in the various areas related to the union/activities field.

F. Further exploration of services which other two-year professional/institutional related organizations provide which might assist the TYCC in better meeting the needs of the two-year membership.

G. Increased staff development of two-year professionals via increased awareness of present programs as well as instituting new programs where warranted.

H. Continued input into the Conference Program on the international scale, but also assisting the Regional Coordinators on regional programs.

I. A reassessment of the goals of the Committee and most importantly, the constant involvement and active commitment of the membership of the TYCC, as well as the Regional TwoYear College Coordinators.

The above areas really just begin to touch the surface of the areas for exploration which the TYCC can get involved in. The priorities are the decision of the membership of the TYCC based upon the institutional needs.

A FINAL NOTE:

During the past three years the Two-Year College Committee has contineally committed itself to working toward achievement of its stated goals and objectives. Whether in fact its efforts were of significant benefit to the two-year membership and the Association, can perhaps best be determined by individuals it served. However, as chairman of the Committee for the past three years, I can most assuredly state that the cooperation and encouragement by various individuals within the Association has been overwhelming and most beneficial to the accomplishment of whatever it is that we did.

Appendix B

Report of the Vice-President for Regional Affairs

During the past few years, the objectives of the regional affairs program of the Association of College Unions-International has changed. The regions previously centered their activites on a regional conference and a recreation tournament. This objective has been extended to include a year-round program of workshops, newsletters, travelling art exhibits, and one-day seminars. The expanded variety and number of regional programs has positively influenced the impact of the Association on individual college unions. Greater numbers of staff and students are involved with the Association through the regional activities.

Regional Coordinators

The regional representative, who is responsible for the affairs of the Association in a region is supported by a regional staff, consisting of students and regional coordinators. The coordinators, in cooperation with the standing committees of the Association, initiate and develop regional activities. This year, 136 regional coordinators representing 119 institutions worked through the 15 regions to strengthen the year-round program of their regions.

The efforts of these individuals should not go unnoticed. It is through their work that individual regions sponsored workshops on outdoor activites, conference administration, and bowling instruction, managment seminars, film festivals, and travel seminars. These one, two, or three day workshops were held more frequently in 1973 than in 1972 and showed a greater number of participants.

Sub-Regions

The sub-regional concept started a few years ago and was incorporated into more regions in 1973. It has taken regions time to change constitutions and by-laws to allow the clustering of institutions by geographic or demographic areas. Some regions are developing this structure to the degree that there are sub-regional representatives and sub-regional coordinators responsible for the activities in their own geographic area. The overall effect of this sub-regional structuring is opening the system for effective input from individual unions.

Finances

Regional activity and participation have built the regional treasuries into a healthier state than last year. Regional balances range from $300 to over $4000. These funds, until this year, were the only program resource for the regions, but in 1973 two additional resources were created:

A. Regions will receive one-half of the membership fee of new members that they recruit. Similarly, one half of any membership fee that is not retained for the same year would be subtracted from bonus funds. The latter part of this funding process goes into effect this year; but 1973 saw the regions share in the increased membership funds directly.

B. A Regional Project Fund was developed by the Executive Committee. In previous years the Regional Representatives were allocated a limited amount of funds to recruit new members. This year the total allocation for each region was restructured. A region or regions developing new creative programs, based on established needs, can apply for supportive funds. The funds available are greater than the original amount offered to regions for recruiting.

Regional Conferences

Participation for 1973 again, as in the previous three years, increased in all areas (see chart). The regions with asterisks held joint conferences with the National Entertainment Conference Unit in that region. The total numbers do not differentiate between NEC/ACU-I participants.

This year again many of the sessions at regional conferences as well as some of the themes of the conferences were centered on the "how-to-do-it" approach to college union operation and programming. The broad philosophical or sociological themes that were prevalent a few years ago were obviously absent.

A limited number of regions experimented with the involvement of product exhibitors at their conference. Individual conference evaluation indicates that product exhibitors' involvement was not harmful to the overall objectives of the conference and in most situations conference participation benefited.

Regional Representative Selection

The transition between an incoming Regional Representative and the retiring Regional Representative has been unsatisfactory. The time period for training was not long enough and the transition too abrupt. To alleviate this problem, the selection process was moved ahead by six months. This allows for the new Regional Representative to be named at the international conference, although the actual transfer of job responsibilities does not occur until the following regional conference. This creates a six-month period for training and transition.

This past year the selection process was altered to include the Regional Steering Committee in the Regional Representative nomination process. The student chairman received one form at the time each institution received its nomination form.

Regional Service Programs

The long standing regional programs of traveling art exhibits, newsletters, and regional directories continue to be effective elements of current regional programs.

The momentum and strength that continues to be evident in the Regional Affairs Program of the Association demonstrates that the development of regions and their programs is one of the keys to the future success of our Association.

Appendix C

Resolution on the Student Staff Assembly

The Association has sponsored the Student-Staff Assembly for five years. During this time, the objectives of the Assembly have changed as the needs and priorities of the Association and college unions have changed. In its initial stages the program was an assembly of students and staff members designed "to revitalize student participation in the Association." In recent years the Assembly program has focused on assisting students and staff in the development of impactful, year-round regional programs designed to enhance the effectiveness of the college union.

Regional programs have increased in quality and quantity. The regional program, once identified as a regional conference and a recreation tournament, has become a year-round series of activities that include workshops, seminars, traveling art shows, newsletters and service programs...all affecting in one way or another the individual union.

Prior to the international conference, the Regional Representatives and the Executive Committee examined the concept of the Student-Staff Assembly. Many alternatives were discussed. Overwhelmingly, the Regional Representatives endorse the concept of the International Student-Staff Assembly.

Based upon the enthusiastic endorsement of the Regional Representatives, the Executive Committee approved the following resolution:

The Student-Staff Assembly is an important program that supports the overall educational activity of the Association. It is experimental in nature and, as such, it is fitting that it be funded via a special assessment. Therefore, the Executive Committee requests that the special assessment of $10 per institution be continued for 1975.

The Student-Staff Assembly for 1974-75 should be designed to fulfill the following objectives:

A. *To continue the development of effective year-round regional programs which enhance the individual college union.*

B. *To review the Regional Student-Staff Assemblies that were held in 1974 as possible alternatives to the International Assembly.*

C. *To determine the means by which the findings of the Self-Study can be implemented into regional programs.*

D. *To determine the means by which the Student-Staff Assembly concept can be incorporated into the expanded educational program of the Association.*

Assembly participants shall include the Regional Representative and some regional student officer, Standing Committee Chairmen, Executive Committee members and special consultants.

Details regarding the arrangements for the program (dates site, etc.) should be developed by an Assembly Planning Committee working in collaboration with the Executive Committee.

BEST COPY AVAILABLE

Appendix D

REPORT OF THE EXECUTIVE SECRETARY

March, 1974

FINANCES

The present year will probably produce a not-alarming deficit. The energy crisis bids fair to lower what was to start with a most optimistic estimate of the number of delegates and exhibitors for the 1974 conference. This energy crisis, along with other elements such as the red tape of customs and an apparent diminution of interest by commercial operators in several traditional exhibit areas, is certain to reduce our exhibit income. In addition, some one-time costs, such as computer programming, Self-Study and five publications have been written off against the current year rather than capitalized. Our operating statement does not indicate an inventory of some $9,000 in publications and supplies.

Inflation affects nearly all of our costs and there is no evidence that the inroads of rising costs will soon desist.

Our office rental arrangements have been on a month-to-month basis for three years. The building owner, prompted in part by a refurbishment program for the building, finally insisted on a more secure arrangement and so a two-year lease has been signed, effective the first of April. This will increase the cost of office rental by 15%. A rather intensive search for alternate space in the area indicated that, even with such an increase, the present conveniently located space was still a bargain. Those members who have visited the office and who have commented on its Spartan appearance will be pleased to know that the new lease calls for carpeting and other improvements in decor.

San Francisco proved to be a most popular conference site and the turnout of 928 delegates, the largest ever, was largely responsible for the Association ending the year $1,978 in the black. The operating statement for 1971-72 follows:

Income Statement
July 1, 1972 to June 30, 1973

Income

Institutional Dues	$80987
Individual Dues	9502
Publications	7445
Employment	1453
Interest	3342
Mishawak Assessment	7020
Student-Staff Assembly	5859
Other (Includes $20155 conference net)	20960
Total Income	136568

Expense

Payroll Costs	54978
Rental Equipment	5442
Executive Secretary Travel	791
Rent	5242
Professional-Commercial	2684
Recognition and Awards	626
Dues and Subscriptions	945
Postage	3449
Telephone	1517
Insurance	1012
County Tax	238
Supplies and Stationary	4865
Publications	4430
Committees	7684
Student-Staff Assembly	14842
Self-Study	1248
Education Program	400
Regions	2264
Employment Service	2737
Professional Registry	1065
Miscellaneous	3631
Total Expense	140090
Less: Allocation of conference expenses	(15500)
Total Expense	13[illegible]590
Net Income	1987

President Barrett, at the request of the Executive Secretary, appointed an audit committee, consisting of Earl Whitfield, Lou Bauer and Robert Alexander. This committee met at the central office in late January and submitted its first report in March. This report concerned itself largely with procedures. It is anticipated that future efforts of the committee will be devoted to an examination of all aspects of the Association's fiscal activities.

MEMBERSHIP

A year ago, at March first, we had 870 institutional members. This number included 82 members who had not paid their dues for the year. This year we had 911 members before purging 64 non-dues payers. Usually about half of these non-dues payers will be reinstated during the year. A total of $294.38 was paid out to the regions as their half-share of new members during the last half of the fiscal year.

Individual memberships reached a high of 835 in 1971-72, when the dues for such memberships were $6.00. Individual memberships at March first last year had dropped to 637 but the income realized from such memberships increased by nearly $5,000 thanks to the raise in dues from $6.00 to $15.00. This year at March first individual membership totaled 668. Much credit must be given to the Director of Membership, David Seamans, and to the regions themselves for this sturdy membership record.

COMMUNICATIONS

Like the college union itself, the Association is a kind of communications center. We perform the task of communicating unevenly, in part because most of our communications must originate with volunteers, volunteers who are busier than ever on their home fronts and who, in many instances, are not inclined towards professional communications. All too often an exciting new venture in programming or food service or building operations succeeds — or fails — with only a few persons aware of it. Our regional and committee structures each exist largely to enhance communications.

Most of the work of the central office is directed at communicating. The most visible portion of this effort rests with our publications program, summarized on briefly elsewhere in this report. Maintaining address lists to support communications is a neverending chore. As many as 200 pieces of mail may be received on a given day and much of it requires responses. A wide variety of professional and trade publications is perused with an eye towards passing along potentially helpful information to members.

Much of the executive secretary's time is, of course, devoted to communicating and some of this time is spent away from the office. Frequently information obtained during this time appears in either the *Wire* or the *Bulletin*. Thus, during the past twelve months two long articles in the *Bulletin — Unions of the Seventies, From a Minus to a Plus* (U. of Cincinnati food service) — resulted from his participation in meetings of the Midwest and Pacific Eight union directors and accompanying side visits. A long *Wire* article on the meetings of the American Council on Education and the Council of Student Personnel Associations followed a trip to Washington, which trip incorporated some advance work on the 1975 annual conference in Florida. A separate six page article, *Cash Food Sales — Buy or Make?* was mailed with the February *Wire*.

Similarly, participation in the Student-Staff Assembly, Executive Committee meetings and the annual conference usually produce some kind of news story. From time to time these and similar experiences, such as meetings of other professional associations, evoke editorial efforts like the *No Retreat* article in last March's *Bulletin*.

PUBLICATIONS

For the first time, the Association had a full-time employee in charge of its publications program. Funding for this was made possible largely by combining the stipend previously allocated for part-time editorial work with savings worked through changing printers and printing processes used to produce the *Bulletin*. Additional savings were achieved by doing in the office some work which had hitherto been purchased.

Peter Sorensen, a 1973 graduate of the University of Utah and a member of the union board there, assumed the position of editorial assistant in mid-year. It was obvious that the potential for a fulltime editorial position did exist as Mr. Sorensen was kept busy in moving several existing projects towards completion, as well as publishing his first four *Bulletins*.

During the past twelve months four volumes have been published and three more are now at the printers. Issued during the year were *Administration and Operation of the College Union* by Jenkins and McQueen, Ketter's *Outstanding Products Survey*, the annual *Directory* and the *Proceedings* of the 1973 conference. This latter included *The Uncommon Guide to Union Programming* by Jack Sturgell. An additional 2500 copies of the *Guide* were printed with punched holes for use in three ring binders. Now at the printers is *Standards of Preparation and Compensation*, which contains the results of the latest salary survey, the *Union Recreation Area* and a second volume of the annotated bibliography.

Ten issues of the *Union Wire* have been mailed since last March.

CENTRAL OFFICE

During much of the year there appeared to be some question as to whether the office staff was using or being used by that most wonderful and most frustrating piece of modern equipment, the computer. A central personnel file was constructed, the program "debugged" in large part and all entries completed but this procedure was spread over an entire year. The first real test will occur immediately after the 1974 conference when the annual *Directory* should be ready for printing, once the election results and final assignments for 1974-75 have been made and entered into the computer file, where earlier name and address changes have already been stored. The computer program has been designed to provide camera-ready *Directory* copy, complete with index sorting. With luck, a new *Directory* can be on each member's desk by early June.

A new approach to maintaining this personnel file was incorporated into the membership invoicing procedure. This procedure calls for verification of existing address information on the dues invoice itself, thus making address correction an integral part of the membership renewal procedure. The membership roster of more than 900 institutions and in 668 individuals undergoes a surprising number of changes — as high as 25%. Under the new computer program a single change in address is reflected in *Wire* and *Bulletin* address labels, in regional listings and in the directory itself.

The composition for last year's conference *Proceedings* was done in the office, using an optical scanning process to produce a more legible volume. This worked out well although it delayed the production of the volume inordinately. Subsequent experimenting has been carried out whereby composition work is keyboarded and coded on a magnetic card typewriter in the office, transmitted via the office terminal to a tape at the Stanford University computer and run through photographic typesetting equipment to produce camera-ready copy. The 1973-74 edition of *Standards*, now at the printers, was composed in this fashion. If this experiment proves out it should lead to more in-house typesetting and some economies of time and money.

Another long-gestating computer operation involved refinement of ACUIRES to permit the matching of interests and abilities stored previously only in the professional inventory section of the Professional Registry. With traditional "qualifications" such as sex and age either illegal or highly questionable, access to interest and abilities should open up much wider and more professional matching possibilities. Printing of new ACUIRES forms to implement the new approach had to wait for the "debugging" process and in such attendant problems as computer crashes, tape erasures and more esoteric difficulties which transcend the limits of the executive secretary's essentially 19th century mind. The refinement of ACUIRES delayed the mailing of forms to persons in the COMP minority file until late January.

Just underway is a program designed to permit the Association to do its own computerized bookkeeping, instead of relying upon the relatively inflexible bank computer program now being used. Hopefully, we will be able to get more information, and get it when we need it, than is presently the case.

Despite the problems of using it, the computer has become a valuable tool and promises to offer more in the future. Certainly it is a tool that will be used more and more by the society. Perhaps our work with the computer should be envisioned as a kind of research and development program for the future.

PERSONNEL

A year ago Harold Bullough was the administrative assistant. Upon his leaving to complete his academic work Mrs. Joanna Shreve, a Stanford University graduate student who had been a part-time employee for four years, assumed this responsibility. Mrs. Shreve was most familiar with Association procedures and brought to the job a degree of intelligence and conscientiousness that she took over easily and efficiently. The appointment was a gamble in that her long-range future plans were uncertain and this gamble, while eminently successful over the short haul, did not result in a longrange pay off as Mrs. Shreve will be moving to Texas in late spring. She will be replaced by Paul Hopkins, who is familiar to many persons in the Association because of his previous union and related experience at Stanford University and California State College at Hayward. Mr. Hopkins has an MBA degree and has had some previous experience in the central office.

The full-time staff consists of the executive secretary and two assistants — administrative and editorial. Heavy reliance is placed on part-time employees for computer programming, accounting, computer operation, typing, record-keeping and publications mailing. As of March first five Stanford students were on the Association payroll. In general such student employees have proven diligent and reliable as well as highly intelligent.

MISCELLANEOUS

This year's Nominations Committee, chaired by William Scott of the University of Houston, was the first such committee to have the luxury of a full year in which to operate and it used the year to good advantage.

Richard Mayer of Hamline University completed the 118 page Officers Handbook, which will be duplicated and circulated this spring to all committee chairmen, Regional Representatives, Executive Committee members and others. The president-elect each year has the responsibility of keeping this handbook up-to-date.

The first draft of a conference manual has been prepared and will be circulated for criticism as soon as it is typed. and information of possible pertinence to unions was included in the *Union Wire*.

A new *Publications List* was issued. This contained information regarding the microfiche collection.

Three pamphlets on safety were made available at cost for distribution to the employees of unions.

William Edwards of the University of Missouri at St. Louis prepared a 1974 version of *Graduate Programs and Related Work Opportunities in the College Union Field*.

Respectfully Submitted,
Chester A. Berry, Executive Secretary

Appendix E

A Study of the Status
of Women in the Union Field
and their Attitudes

Sponsored by:

ACU-I Commission on the
Status of Women

Gail Clay, 1972-73 Chairperson
Adell McMillan, 1973-74 Chairperson

For:

The Association of
College Unions-International
January 31, 1974

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS i

INTRODUCTION ii

THE STUDY

PERSONAL DATA 1

EDUCATIONAL BACKGROUND 5

DESCRIPTIVE INSTITUTIONAL DATA 10

CAREER STATUS AND DEVELOPMENT 17

GOVERNANCE AND PARTICIPATION IN ACU-I 33

UNION PROGRAMMING AND SERVICES FOR WOMEN 39

ATTITUDES 45

APPENDIX A.

THE QUESTIONNAIRE 62

RESOURCES FOR WOMEN'S PROGRAMS 70

APPENDIX B.

SUPPLEMENTAL QUESTIONNAIRE 75

SUMMARY OF DATA FROM UNIONS WITHOUT FEMALE STAFF 76

Acknowledgements

It seems appropriate to acknowledge in some detail the many persons who spent countless hours making this final report a reality.

Gail Clay, 1972-73 Chairperson of the Commission, her Administrative Assistant, Katherine Pearson, and her secretary, Mary Hawkins; and William Giles, programmer at the University of Tennessee, are to be thanked for their many hours of work with the original questionnaire and program, which produced the preliminary statistics.

In the summer of 1973 the entire project was transferred to the University of Oregon where the help of Rick Millholland, programmer, made possible the more sophisticated data analysis.

In addition to the computer analysis, much of the heart of the study involved the manual summarizing of verbal responses. All of the tabulating and cataloguing of verbal responses and comments was done by Tracy Bingham, graduate student in Recreation Management at the University of Oregon. The resource material gleaned by her from the responses will be valuable to the Association.

Finally, thanks are due to the Commission members who helped to analyze the data, and suggest ways of using the more sophisticated analysis.

Adell McMillan
1973-74 Chairperson
Commission on the Status of Women:

Gail B. Clay
Robert N. Brock
Dallas L. Garber
Donald Jensen
Phyllis Marshall
Ellen Mulqueen
Carol A. Raney
Karen Todar
Celia Younger

Introduction

As a result of concern for the status of women in the college union profession, expressed at its Spring 1972 Conference, the Executive Committee of the Association of College Unions-International created a Commission on the Status of Women. Gail Clay, Union Director at the University of Tennessee, was selected as chairperson.

One of the charges to the Commission was to determine the current status of women within the profession. A questionnaire was developed at the University of Tennessee, and was mailed to member unions after study and revision by the Commission, the ACU-I Research Committee, and the ACU-I Executive Committee.

The Questionnaire

In late December of 1972, 762 questionnaires (See Appendix A.) were mailed to the institutional membership of ACU-I. Union directors were asked to have their female professional staff complete and return the questionnaire. Directors were asked to make copies or request additional copies of the questionnaire where more than one female professional staff member was employed. Following such requests, an additional 204 questionnaires were mailed, bringing the total mailing to 996. Of that number 347 were returned from female staff and they constitute the data base for this study. An additional 162 questionnaires were returned from men indicating no female staff. This then resulted in a total response of 509, or a 51 percent return.

It became the intent of the Commission to further research the 162 respondents without female staff. Of the 162, 15 indicate only 1 professional staff member, and 7 indicate no union on campus. Because questions remained unanswered regarding the remaining 140 unions with no female professional staff, they were sent a supplemental questionnaire. (Results: Appendix B.)

Preliminary Results

Preliminary results from the questionnaire raw data were collected and tabulated at the University of Tennessee in the Spring of 1973, using the Statistical Analysis System developed at North Carolina State University.

Analysis

In the Summer of 1973 the raw data was transferred to the Computing Center at the University of Oregon, and the analysis of the data was accomplished there using the Statistical Package for the Social Sciences SPSSH-Version 5. A copy of the complete computer analysis is available at the ACU-I Headquarters in Palo Alto.

Most of the written analysis is a reporting of the statistical information mentioned above. However, a good deal of data was collected from verbal responses to open-end questions. This more subjective information has been hand tabulated and summarized. The researchers realize that some subjectivity has resulted from the necessity of summarizing this information, but think that it is important that it be included in the report.

The percents used in the study are in all cases the percent of persons responding to a given question, not a percent of the 347 in the total sample.

Overview

This report contains an analysis of the data received from the Commission's questionnaire, and is organized in the same fashion as was the original questionnaire.

The Commission solicited information, both factual and attitudinal, in the following areas:

Part I: Personal Data
Part II: Educational Background
Part III: Descriptive Institutional Data
Part IV: Career Status & Development
Part V: Governance of and Participation in ACU-I
Part VI: Union Programming and Services for Women
Part VII: Attitudes

This report is divided into sections as above and concludes with a Summary and Recommendation Section. Appendix A. includes a copy of the original questionnaire and resource information gathered during the study. The results of the supplemental questionnaire and a copy of the questionnaire sent to unions with only male staff are found in Appendix B.

Part I.

PERSONAL DATA

Part one contains descriptive information about the individual respondents.

Table 1. shows the ethnic origin of the females responding.

Table 1.

ETHNIC ORIGIN

	N	Percent
Caucasian	264	87.2%
Black	15	5.0
Asian	4	1.3
Other	20	6.6
Totals	303	100.0%

Of the 303 women responding to this question, 87.2 percent were of Caucasian origin, 5.0 percent Black-American, 1.3 percent Asian and 6.6 percent other.

The respondents ranged in age from 22 to 66 with the mean age being 34.7. The largest number of respondents clustered in age range 22 through 32.

All 347 responded to the marital status question, Table 2., indicating that 44.1 percent are single, 40.9 percent are married, 9.8 percent divorced, 3.8 percent widowed, and 1.4 percent separated.

Table 2.

MARITAL STATUS

	N	Percent
Single	153	44.1%
Married	142	40.9
Divorced	34	9.8
Widowed	13	3.7
Separated	4	1.4
Totals	347	100.0%

Only 4.7 percent of the persons responding indicate that marriage has always interfered with job mobility, while 12.8 percent indicate interference sometimes and 66.1 percent indicate no interference. Since 274 persons responded to this question, it is obvious some of the responses came from persons who indicate they are single, divorced or widowed.

Similar percentages occur in response to the question of whether marriage has interfered with professional commitment. Only .4 percent indicate interference always, 15.1 percent indicate interference sometimes, and 59.5 percent indicate no interference. Again with 279 responses, some responses came from single, divorced or widowed women.

Of the 307 responding, 39 women or 12.7 percent have children requiring daily care, while 268 or 87.3 percent have no children requiring such care. Out-of-home sitters, other, housekeeper, day school, spouse, and combination in that order were checked as child care arrangements. (Table 3.)

Table 3.

CHILD CARE ARRANGEMENTS

	N	Percent
Housekeeper	7	14.6%
Spouse	6	12.5
Day School	7	14.6
Out-of-Home Sitter	13	27.1
Other	12	25.0
Combination	3	6.3
Totals	43	100.0%

With 322 persons responding to a question regarding institutional provision of child care centers, 25.8 percent indicate child care facilities are provided, 67.7 percent indicate no child care facilities, and 6.2 percent did not know. These figures should not be construed to mean 25.8 percent of the institutions provide such facilities, since more than one person from an institution may have responded.

Fifty-nine point nine percent of the 317 responding state that they think their institutions should provide child care facilities and 28.8 percent of the 240 responding indicate they would use such facilities if available.

Relatives or spouses of 16.3 percent of the 338 responding to this question hold positions at the same institution, whereas 83.4 percent do not have relatives or spouses employed at their institution. Only 3.9 percent have had nepotism rules interfere with their careers, 55.8 have experienced no interference, and 40.0 percent indicate the question is not applicable.

In summary, the women respondents are relatively young, fairly equally divided between married and unmarried, and the majority are without small children. Marriage and/or nepotism rules seem not to have interfered with the respondents' careers. Also, though the majority do not have small children, they think that their institutions should provide day care facilities.

Part II.

EDUCATIONAL BACKGROUND

Women in the union field are generally well educated, as indicated in Table 4., with 39.9 percent of the sample holding B.A. or B.S. degrees as last degree completed, 37.6 holding M.A. or M.S. degrees, and 1.2 percent holding either a PhD or EdD degree as last degree. It is interesting to note that the majority of the respondents hold Arts degrees. For example, 23.6 percent hold B.A.'s, and 22.4 percent have M.A.'s. PhD's outnumber EdD's .9 to .3 percent.

Table 4.

LAST DEGREE COMPLETED

	N	Percent
High School	40	11.7%
B.A.	81	23.6
B.S.	56	16.1
M.A.	77	22.2
M.S.	52	15.0
EdD	1	.3
PhD	3	.9
Other	33	9.6
Totals	343	100.0%

In cross tabulation of last degree completed (see Table 5.) it is found that the majority of the B.A./B.S. degrees appear in the 22 through 30 age bracket, 68.8%/48.2%; and the same age bracket holds the majority of the M.A./M.S. degree level, 58.4%/62.7%. In contrast, 50 0 percent of the women whose last degree completed was high school are found in the

51-66 age bracket. Also indicated in the cross tabulation is the fact that 1 doctorate was in the 31-40 age bracket, 2 doctorates in the 41-50 age bracket, and 1 in the 51-66 bracket. No doctorates were listed in the 22 through 30 age bracket. This suggests two conclusions: that unions have tended in the last few years to hire women who have more extensive academic backgrounds, and that women who pursue doctorates wait some time before beginning or finishing a doctoral program.

Table 5.

LAST DEGREE COMPLETED BY AGE

Age	High School	B.A.	B.S.	M.A.	M.S.	EdD	PhD	Other
22 thru 30	12.5%	68.8%	48.2%	58.4%	62.7%	0.0%	0.0%	67.7%
31 thru 40	12.5	11.7	21.4	23.4	19.6	0.0	33.3	6.5
41 thru 50	25.0	10.4	12.5	9.1	9.8	100.0	33.3	9.7
51 thru 66	50.0	9.1	17.9	9.1	7.8	0.0	33.3	16.1
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	N=40	N=77	N=56	N=77	N=51	N=1	N=3	N=31

All respondents were asked to indicate all of their degrees, and their major fields of study. English was the most prevalent bachelor's degree with 33, Education ranked next with 25, History next with 23, Psychology next with 16, P.E. and Sociology next with 14 each, Business Administration next with 12, and Art next with 11. A summary of bachelor's degrees by major subject grouping may be found in Table 6.

Table 6.

UNDERGRADUATE AREAS OF MAJOR STUDY

Major	N	Percent
Humanities	74	24.8%
Social Sciences	46	15.4
Natural Sciences	11	3.7
Arts/Architecture	6	2.0
Education	25	8.4
P.E. & Recreation	18	6.0
Dietetics/Nutrition	15	5.0
Music	2	.7
Social Work	3	1.0
Journalism	5	1.7
Business Admin.	19	6.4
Double Major	61	20.5
Theraputic Areas	10	3.4
Other	3	1.0
Totals	298	100.0%

Master's degrees (see Table 7.) include 45 in College Student Personnel work (29.9%), 23 in Counseling & Psychology (26.5%), and 19 in Education (13.9%). Of four women reporting that they had obtained doctorates, two of the degrees are in Education, and one each in the fields of Political Science and Physical Education - Health.

Table 7.

GRADUATE AREAS OF MAJOR STUDY

Major	N	Percent
Student Personnel	45	29.8%
Psych/Counseling	40	26.5
Education	21	13.9
Humanities	19	12.6
Dietetics/Nutrition	5	3.3
P.E. & Recreation	6	4.0
Social Sciences	4	2.6
Business/Finance	3	2.0
Theraputic	3	2.0
Performing Arts	2	1.3
Other	3	2.0
Totals	151	100.0%

Thirty-three women have obtained a degree from other than a 4-year college or university. Five women have degrees from business schools, four have special certificates and six have an Associate of Arts degree.

In response to a question regarding the opportunity to take coursework or advance degree work, 61.4 percent indicate an opportunity to do both, 18.7 percent to do coursework only, 8.3 percent an opportunity to do degree work only, and 11.6 percent indicate an opportunity to do neither.

Of 341 respondents, 46 or 13.5 percent are currently pursuing an advanced degree program, 56 or 16.4 percent are enrolled in coursework only, and 69.5 percent are doing neither.

In cross tabulation it is found that, of those respondents currently enrolled in advanced degree work, the majority or 63.0 percent are in the 22 to 30 age bracket, whereas only 2.2 percent are in the 51 to 66 age bracket. Of those enrolled for coursework only, 65.5 percent are in the 22 to 30 age bracket, but 14.5 percent are in the 51 to 66 age bracket.

Of those responding, 12.2 percent are pursuing M.A. degrees, 4.9 percent M.S. degrees, 2.4 percent EdD degrees, and 5.2 percent PhD's, and 75.3 percent no degrees or other.

In 33.9 percent of the cases the university had provisions to pay for coursework, in 23.0 percent the university offered reduced fees, in 27.9 percent the individual paid for the coursework, and 13.9 percent indicate that the question is not applicable to their situation.

In conclusion, female union professionals come from a variety of academic backgrounds, and are generally well educated. A small percentage are enrolled for advanced degree work, and an equally small percentage are enrolled for coursework, though the majority have the opportunity to do either.

Part III.

DESCRIPTIVE INSTITUTIONAL DATA

The majority of the respondents indicate their departments, as indicated in Table 8., are termed either student activities (34.6%) or union/center (42.2%). Only 9.0 percent of the sample are from student services departments, and only 2.6 from auxiliary enterprises.

Table 8.

DEPARTMENTS OF RESPONDENTS

	N	Percent
Student Activities	119	34.6%
Student Services	31	9.0
Auxiliary Enterprises	9	2.6
Union or Center	145	42.2
Other	23	6.7
Combination	17	4.9
Totals	344	100.0%

In describing their positions 21.1 percent indicate they have faculty status, however, only 9.8 percent hold faculty rank, as indicated in Table 9. Civil service status accounts for 12.5 percent of the respondents, and the majority (56.4%) indicate none of these statuses. The large majority hold untenured positions (86.0%). In the majority of cases these same responses hold true of other professional positions in the department (58.6%), however, in 26.9 percent of the cases the classifications do not hold true for all professional positions, and in 14.5 percent of the cases the respondent did not know if the classifications hold true.

Table 9.

POSITION STATUS

	N	Percent
Faculty Status	71	21.1%
Faculty Rank	33	9.8
Civil Service	42	12.5
None of the Above	191	56.4
Totals	337	100.0%
Tenured	42	12.8
Nontenured	287	87.2
Totals	329	100.0%

Of the respondents with faculty status, 40.0 percent hold bachelor's degrees as their highest degree and 52.8 percent hold master's degrees. Of those with faculty rank, 21.2 percent hold bachelor's degrees as their highest degree, 51.5 percent hold master's degrees as their highest degree earned.

Fifty-eight percent of the respondents with faculty status have been active in the field between 1 and 4 years. Of those with faculty rank, 53.8 percent have been active only from 1 to 3 years.

Table 10. shows that respondents represent all sizes of institutions, however, over 56.0 percent come from the two extremes of enrollment, 31.0 percent from institutions of 1,000 to 4,999, and 25.1 percent from institutions of over 20,000.

Table 10.

ENROLLMENT OF RESPONDENTS INSTITUTIONS

	N	Percent
1,000-4,999	106	31.0%
5,000-9,999	57	16.7
10,000-14,999	57	16.7
15,000-19,999	34	9.9
Over 20,000	86	25.1
Other	2	.6
Totals	342	100.0%

The majority of the respondents come from 4-year institutions (72.6%), with only 10.3 percent from 2-year schools, and 16.5 percent indicating other types of institutions (see Table 11.). Further, 72.7 percent indicate they are employed at public institutions, while 27.0 percent list their institutions as private. Of 325 responses, 5 or 1.5 percent indicate they are employed by an all female institution, and 98.5 percent or 320 indicate co-ed institutions. No respondent describes their institution as all male.

Table 11.

INSTITUTIONAL DESCRIPTIONS

	N	Percent
A.		
2-year	35	10.3%
4-year	247	72.6
Other	58	17.1
Totals	340	100.0%

Table 11. (cont.)

	N	Percent
B.		
Public	237	72.7%
Private	88	27.0
Other	1	.3
Totals	326	100.0%
C.		
All Female	5	1.5%
Co-ed	320	98.5
Totals	325	100.0%

The number of full-time professional staff ranges from 1 to 70, with a mean of 6.2. With only 270 responding, male professional staff ranges from 1 to 40, with a mean of 3.4. The number of female staff ranges from 1 to 30, with a mean of 2.7. A variation in interpretation of "department" seems evident in this response. Some large staffs may include "student services" or "student affairs" staffs as well as non-professional union staff.

Table 12.

NUMBER OF PROFESSIONAL FULL-TIME STAFF IN DEPT.

No. Staff	N	Percent
1	33	10.5%
2	40	12.8
3	53	16.9
4	43	13.7
5	34	10.9
6	26	8.3
7	19	6.1
8	9	2.9
9	5	1.6
10	9	2.9
11	5	1.6
12	8	2.6
13	3	1.0
14	3	1.0
16	2	.6
17	2	.6
18	3	1.0
20	3	1.0
Over 20	13	4.1
Totals	313	100.0%

Table 13.

NUMBER MALES ON PROFESSIONAL STAFFS

No. of Males	N	Percent
1	71	26.3%
2	64	23.7
3	41	15.2
4	25	9.3
5	10	3.7
6	16	5.9
7	10	3.7
8	5	1.9
9	5	1.9
10	5	1.9
11	5	1.9
12	2	.7
13	1	.4
16	2	.7
18	1	.4
19	1	.4
20	2	.7
Over 20	4	1.4
Totals	270	100.0%

Table 14.

NUMBER FEMALES ON PROFESSIONAL STAFFS

No. of Females	N	Percent
1	139	43.7%
2	74	23.3
3	40	12.6
4	26	8.2
5	8	2.5
6	5	1.6
7	5	1.6
8	7	2.2
9	3	.9
10	1	.3
11	1	.3
12	4	1.3
Over 12	5	1.5
Totals	318	100.0%

The majority of the respondents, then, come from union or activity departments, do not hold faculty status or rank, are from 4-year, public, co-ed institutions of under 5,000 or over 20,000 enrollment.

Part IV.

CAREER STATUS AND DEVELOPMENT

To determine the career status of women in the union field and their development within the profession, a number of questions were designed to indicate career intent and longevity in and commitment to the field.

Of the 305 persons responding, as shown in Table 15., years active in the union field range from 1 year to 40 years, with the mean of 4.9 years. The majority of respondents cluster in the 1 through 10 year range.

Table 15.

NUMBER YEARS ACTIVE IN UNION FIELD

#Years	N	Percent
1	43	14.1%
2	56	18.4
3	43	14.1
4	36	11.8
5	25	8.2
6	17	5.6
7	17	5.6
8	12	3.9
9	15	4.9
10	11	3.6
12	6	2.0
13	3	1.0
14	1	.3
15	4	1.3

Table 15. (cont.)

#Years	N	Percent
16	1	.3
17	4	1.3
18	1	.3
19	1	.3
20	2	.7
Over 20	7	2.3
Totals	305	100.0%

A range of 1 year through 30 years was indicated as the number of years employed by the same institution, with a mean of 5.4 years.

Table 16.

NUMBER YEARS EMPLOYED AT PRESENT INSTITUTION

#Years	N	Percent
1	45	14.6%
2	59	19.2
3	42	13.6
4	28	9.1
5	28	9.1
6	12	3.9
7	12	3.9
8	14	4.5
9	13	4.2
10	11	3.6
11	3	1.0
12	5	1.6

Table 16.(cont.)

#Years	N	Percent
13	3	1.0
14	2	.6
15	6	1.9
16	1	.3
17	4	1.3
18	3	1.0
19	1	.3
20	4	1.3
Over 20	12	3.6
Totals	308	100.0%

The 291 persons responding indicate that they range from 1 year to 42 years in their current job, with a mean of 3.6.

Table 17.

NUMBER YEARS EMPLOYED AT PRESENT JOB

#Years	N	Percent
1	80	27.5%
2	61	21.0
3	33	11.3
4	25	8.6
5	23	7.9
6	15	5.2
7	10	3.4
8	7	2.4
9	10	3.4
10	6	2.1

Table 17.(cont.)

#Years	N	Percent
12	4	1.4
13	2	.7
14	1	.3
15	2	.7
16	1	.3
17	1	.3
18	1	.3
19	1	.3
20	3	1.0
Over 20	5	1.5
Totals	291	100.0%

In response to a question regarding years anticipated remaining in the field, only 139 persons responded. Of that number, the range was 1 year through 50 years, with a mean of 11.7 years.

Table 18.

NUMBER YEARS ANTICIPATED REMAINING IN THE FIELD

#Years	N	Percent
1	11	7.9%
2	14	10.1
3	11	7.9
4	6	4.3
5	12	8.6
6	5	3.6
8	2	1.4
9	1	.7
10	20	14.4

Of 341 women responding, 85.3 percent indicate that their salaries are for 12 months, as contrasted with 7.3 percent on 10 month contracts, and 7.0 percent employed for 9 months.

Fifty-eight percent of the respondents indicate that they think their salary is consistent with their rating, whereas 17.0 percent think that that is not the case, and 25.0 percent do not know. In contrast, 44.4 percent think that their salary is consistent with the work done, whereas 36.6 percent think this is not true, and 19.0 percent do not know.

In comparison with salaries outside their department, 34.3 percent think theirs are competitive, 26.9 percent think they are not, and 38.8 percent do not know.

Comparing salaries with men of the same rank, 47.4 percent think their salaries are comparable, 19.9 percent think they are not, and 31.8 percent do not know.

Of women whose highest degree is high school, 77.5 percent fall in the salary range between $5,000 and $9,599, of women whose last degree is B.A./B.S., just over 50.0 percent fall in the $8,000 to $11,999 bracket, whereas over 55.0 percent of the women with M.A./M.S. degrees fall in the $9,000 to $15,000 salary range. Two doctorates each fall in the $12,000 to $15,000 range and the range over $15,000. On the other hand, of 128 respondents with M.A./M.S. degrees, 9 earn less than $8,000 per year, and of 134 respondents whose highest degree was a B.A./B.S., 40 earn less than $8,000 per year.

Table 21. indicates that over 50.0 percent of the salaries between $5,000 and $6,599 come from institutions with enrollments of between 1,000 and 4,999, and over 50.0 percent of the salaries of over $15,000 come

Table 18. (cont.)

#Years	N	Percent
12	3	2.2
13	2	1.4
14	1	.7
15	6	4.3
16	3	2.2
17	1	.7
18	1	.7
19	3	2.2
20	19	13.7
Over 20	18	12.8
Totals	139	100.0%

Of persons with bachelor's degrees, 25.9 percent indicate they intend to remain in the field 3 years, whereas of persons with master's degrees, 31.4 percent indicate an intent to remain in the field 5 years.

Of 341 respondents, 83.1 percent have a formal job description for their positions, whereas 13.5 percent do not. Four point four percent do not know of a formal job description.

Seventy-one percent indicate that their job description accurately depicts what they do, whereas 14.8 percent say that is not the case.

A question regarding actual salary was responded to by 343 women. The majority (see Table 19.) are salaried in the ranges from $8,000 to $15,000, with 30.6 percent in the range from $8,000 to $9,599, and 26.2 percent in the range from $9,600 to $11,999. Only 4.4 percent of the women responding earn more than $15,000.

Table 19.

SALARY OF RESPONDENTS

Salary	N	Percent
$5,000-$6,599	29	8.5%
$6,600-$7,999	48	14.0
$8,000-$9,599	105	30.6
$9,600-$11,999	90	26.2
$12,000-$15,000	53	15.5
Over $15,000	15	4.4
Other	3	.9
Totals	343	100.0%

In comparing age and salary, as shown in Table 20., it is found that the largest percentage of women in all salary ranges are in the 22 through 30 age bracket, with the exception of the range over $15,000. The persons in the over $15,000 range fall primarily in the 41 through 50, and 51 through 66 age brackets.

Table 20.

SALARY BY AGE GROUP

Age Group	5,000-6,599	6,600-7,999	8,000-9,599	9,600-11,999	12,000-15,000	Over 15,000	Other
22 thru 30	41.4%	57.4%	66.3%	61.8%	34.6%	7.1%	33.3%
31 thru 40	10.3	10.6	13.5	19.1	25.0	21.4	33.3
41 thru 50	24.1	12.8	7.7	5.6	21.2	35.7	33.3
51 thru 66	24.1	19.1	12.5	13.5	19.2	35.7	0.0
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	N=29	N=47	N=104	N=89	N=52	N=14	N=3

from institutions of over 20,000 enrollment. However, it is of note that 27.6 percent of the salaries between $5,000 and $6,599 also come from institutions of over 20,000 enrollment.

Table 21.

SALARY BY SIZE OF INSTITUTION

Enrollment	$5,000-6,599	$6,600-7,999	$8,000-9,599	$9,600-11,999	$12,000-15,000	Over $15,000	Other
1,000-4,999	55.2%	29.8%	29.8%	31.0%	26.4%	0.0%	100.0%
5,000-9,999	6.9	19.1	21.2	16.1	11.3	20.0	0.0
10,000-14,999	6.9	21.3	10.6	20.7	26.4	6.7	0.0
15,000-20,000	3.4	4.3	11.5	13.8	7.5	20.0	0.0
Over 20,000	27.6	23.4	26.9	17.2	28.3	53.3	0.0
Other	0.0	2.1	0.0	1.0	0.0	0.0	0.0
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	N=29	N-47	N=104	N=87	N=53	N=15	N=3

In comparing salary and years active in the field, high salaries do not necessarily match length of service. For example, the one respondent with 41 years of service lists herself in the $8,000 to $9,599 salary range, whereas 1 respondent with 2 years in the field lists a salary of over $15,000, and 3 individuals with 6 to 7 years in the field list salaries of over $15,00C. Generally, however, with some exceptions, salary increases with years in the field.

Of 333 respondents, 137 have been promoted within their departments, or 41.1 percent, whereas 58.3 percent have not been promoted.

Of those who have been promoted, 79.0 percent received raises commensurate with their new positions, while 21.0 percent did not. These raises are considered compatible with others of similar responsibilities by 48.6

Table 22.

PROFESSIONAL LITERATURE READ REGULARLY*

Journal	Total Response	# Who Read	Percent Who Read
ACPA	177	78	44.1%
APGA	184	85	46.2
NACPA	145	39	26.9
CHE	139	31	22.3
BUS. & MGMT.	200	123	61.5
NAWDC	163	59	36.2
NEC	226	163	72.1

Table 23. indicates by categories literature which the respondents listed in the "other" category.

Table 23.

OTHER LITERATURE LISTED BY RESPONDENTS

Literature	No. of Responses	Percent
Business/Finance	11	5.1%
Educ. Assn. Journals	36	16.7
Crafts/Art	18	8.3
Entertainment	12	5.6
Nutrition/Food Service	26	12.1
Other Prof. Assn. Journals	51	23.6
College Union Mgmt.	13	6.0
Counseling	7	3.2
Student Personnel	18	8.3
Other (Misc.)	24	11.1
Totals	216	100.0%

percent of the respondents, are considered not compatible by 23.2 percent, whereas 28.3 percent do not know if the raises are compatible with others of similar responsibilities.

Comparing departmental promotions to highest degree earned, it is found that 57.9 percent of the respondents with a high school degree have been promoted, whereas only 40.0 percent of the B.A./B.S. degree holders have been promoted, and only 35.0 to 36.0 percent of those with M.A./M.S. degrees have been promoted. Only 1 of 4 women with doctorates has been promoted.

Promotions seem to be evenly divided between large and small schools with about 30.0 percent of the promotions in schools of 1,000 to 4,999, and about 30.0 percent in schools of over 20,000.

Of the respondents who indicate they have received departmental promotions, 58.2 percent have been active in the union field from 1 to 5 years.

Professional development workshops within the department were attended by 63.7 percent of the 336 women responding, while 36.3 percent have not attended such workshops. Of those who have not attended such workshops, workshops were offered in 21.0 percent of the cases, and not offered in 69.9 percent of the cases.

Table 22. indicates literature read as indicated by a question which listed specific professional journals.

In the past year 291 women attended professional meetings other than ACU-I meetings, as shown in Table 24: 30.6 percent attended N.E.C. meetings, 24.7 percent attended various Student Personnel Association meetings, and 8.3 percent attended Women Deans and Counselor meetings.

Table 24.

OTHER PROFESSIONAL MEETINGS ATTENDED

Meeting	N	Percent
Student Personnel Assns.	72	24.7%
Deans & Counselors	24	8.3
Food Service/Dieticians	22	7.6
N.E.C.	89	30.6
Education Assns.	8	2.7
Student Activities	9	3.1
College Union	21	7.2
Business/Finance/Public Rel.	9	3.1
Museums/Art	7	2.4
Other	30	10.3
Totals	291	100.0%

The expense of attending professional meetings was borne by the institution in 71.4 percent of the cases, by the individual in 8.2 percent of the cases, and by some other source 18.6 percent of the time.

Fifty-one percent of the respondents were recruited for their current positions by personal referral, 16.1 percent transferred from another department, only 3.0 percent were recruited through the ACU-I Employment Service, and only 3.0 percent were recruited through a search committee.

Of 340 respondents, 57.1 percent have participated in recruiting new staff, 26.5 percent have not, and 16.5 percent indicate the question is not applicable.

New staff are recruited in a variety of ways, 50.0 percent using a combination of sources including ACU-I Employment Services, personal referral, and others. Personal referrals alone account for 17.4 percent of the recruitment methods, 5.9 percent from college placement services, 8.6 percent from search committees, and 16.4 percent from other sources.

In response to the question "How are new staff members recruited?", it was thought helpful to categorize those responses listed under "Other" & "Combination." The Campus Personnel Department was the primary source written in the "Other" category (18.0%), whereas 16.9 percent used Professional Association Placement Services, and 14.5 percent used personal references.

Two or more of the following categories were used in "Combination" by respondents when recruiting for staff members: ACU-I Employment Service (20.5%), College Placement Service (18.4%), personal referral (34.2%), transfer (12.1%), and search committee (14.8%). Table 25. illustrates this point.

Table 25.

COMBINATION RECRUITING SOURCES

Category	Frequency Used in Combination	Percent
ACU-I Employment Service	88	20.5%
College Placement Service	79	18.4
Personal Referral	147	34.2
Transfer	52	12.1
Search Committee	64	14.8
Totals	430	100.0%

Concerning service on departmental and university committees, 66.8 percent of the 304 women responding indicate service on departmental committees, 59.3 percent indicate service on university wide committees, however, only 25.2 percent of 278 women responding indicate participation on institutional task forces or commissions.

The majority (54.9%) of the 324 women responding indicate that they are not regularly made aware of job openings, while 44.1 percent feel they are apprised of openings. Of 150 responding, 68.0 percent are made aware of openings in a systematic way, and only 29.3 percent hear of openings by way of the "grape vine."

Moving to other administrative roles in their institution seems "highly likely" to only 4.8 percent of 336 respondents, whereas such movement seems "not probable" to 56.8 percent, and "possible" to 37.8 percent.

In cross tabulation between age and possible mobility to other administrative roles, it is found that 68.8 percent of the "highly likely" responses are from persons in the 22 through 30 age bracket, and of those responding "possible", 56.8 percent are 22 through 30 years of age.

Over 50.0 percent of the respondents in all but one degree level indicate no probability of moving to other administrative roles. One of 4 doctorates indicate a possible move to other administrative roles.

Of those respondents indicating that the possibility of moving to other administrative roles was "possible," 72.0 percent have been active in the union field from 1 to 5 years. Of those responding "highly likely" to moving to other administrative roles, 91.6 percent have only been active from 1 to 4 years.

Table 26.

MOBILITY BY YEARS ACTIVE IN THE FIELD

	Percent of Mobility to Other Adm. Role				
Years Active	Not Probable	Possible	Highly Likely	Other	
1	48.8%	48.8%	2.4%	0.0%	N=41 100.0%
2	48.1	40.7	11.1	0.0	N=54 100.0%
3	72.3	26.8	0.0	0.0	N=41 100.0%
4	48.6	37.1	11.4	2.9	N=35 100.0%
5	56.0	44.0	0.0	0.0	N=25 100.0%
6	58.8	41.2	0.0	0.0	N=17 100.0%
7	75.0	25.0	0.0	0.0	N=16 100.0%
8	72.7	18.2	0.0	9.1	N=11 100.0%
9	80.0	20.0	0.0	0.0	N=15 100.0%
10	36.4	54.5	9.1	0.0	N=11 100.0%
12	66.4	33.3	0.0	0.0	N=6 100.0%
13	0.0	100.0	0.0	0.0	N=3 100.0%
14	0.0	100.0	0.0	0.0	N=1 100.0%
15	75.0	25.0	0.0	0.0	N=4 100.0%
17	50.0	50.0	0.0	0.0	N=4 100.0%
20	100.0	0.0	0.0	0.0	N=2 100.0%
25	50.0	50.0	0.0	0.0	N=2 100.0%

Eighty-four percent indicate that they do not receive overtime pay for work in excess of 40 hours per week, 4.1 percent indicate such pay, and 12.0 percent state it is not applicable. Compensatory time for work in excess of 40 hours is indicated by 49.8 percent, and 52.1 percent indicate that others in their departments receive compensatory time.

In summary, women in this study have been active in the union field an average of 5 years, have been employed by the same institution about 5½ years, and in their present position about 3½ years, and they intend to remain in the union field an average of about 12 years. Women with master's degrees intend to remain in the field about 5 years longer than women with bachelor's degrees.

The majority of the sample are salaried in the $8,000 to $15,000 range, and the majority think their salary is consistent with their rating, however, a fairly large percentage do not know if their salaries are comparable to men of the same rank. For the most part, salaries increase with educational background, but high salaries do not necessarily match length of service.

The majority of the sample have not been promoted, but those who have think they received raises commensurate with increased responsibilities.

Many women have attended professional development workshops within the department, a relatively large number of women read a variety of professional literature, and a majority attend a variety of professional meetings outside the ACU-I.

Recruitment by referral is the major way women have been recruited for their current jobs.

The majority of the respondents serve on departmental or university committees.

Job openings are generally not made known to the respondents, and the majority do not foresee themselves moving to other administrative roles in their institutions.

Part V.

GOVERNANCE OF AND PARTICIPATION IN ACU-I

This section deals with respondents' understanding of and involvement in the Association of College Unions-International.

Of 342 responding, 86.3 percent indicate they are familiar with the organization of ACU-I, whereas 13.7 percent are not. However, only 50.6 percent think they are familiar with the Constitution and By-Laws of ACU-I.

In response to a question regarding the effectiveness and viability of ACU-I on a regional and national basis, 73.5 percent think it is effective and viable regionally, and 68.6 percent think ACU-I is effective and viable internationally.

Participation in regional conferences is indicated by 68.8 percent of the 317 respondents, whereas only 41.9 percent participate in international conferences, and 44.7 percent have participated in professional development workshops.

Respondents in the 22 through 30 age bracket account for 61.7 percent of the women who participate in regional conferences, whereas only 12.1 percent of regional conference participants are in the 41 through 50 age group. Participation in international conferences is also centered in the 22 through 30 age group with 56.3 percent, whereas 18.3 percent are in the 31 through 40 age group, and 15.9 percent in the 41 through 50 age bracket.

In comparing years active in the union field with participation in regional conferences, 71.5 percent of the women who participate in regional conferences fall in the 1 to 5 year range of years active in the union field. International conference participation shows a similar trend, with

60.1 percent of those indicating participation falling in the 1 to 5 years range of years active in the union field. The same trend is seen in participation in professional development workshops, with 56.7 percent of the respondents falling in the 1 to 5 years active in the union field range.

Concerning ethnic origin of the women who participate in regional conferences, 69.0 percent of the Caucasians participate, 76.9 percent of the Blacks, and 50.0 percent of the Asians. Of those who participate in international conferences, 46.0 percent of the Caucasians participate, 10.0 percent of the Blacks participate, and 75.0 percent of the Asians.

Participation at regional conferences is about the same from all size schools; 74.2 percent from schools of 1,000 to 4,999, 79.6 percent from schools of 5,000 to 9,999, 65.4 percent from schools of 10,000 to 14,999, 81.3 percent from schools of 15,000 to 19,999, and 50.7 percent from schools of over 20,000. The same holds true for participation in international conferences with 40.0 percent from schools of 1,000 to 4,999, 41.8 percent from schools of 5,000 to 9,999, 44.0 percent from schools of 10,000 to 14,999, 59.4 percent from schools of 15,000 to 19,999 and 36.5 percent from schools of over 20,000.

Two hundred ninety-seven women indicate their institutions send representatives to regional conferences in comparison to 218 (73.4% of 297) who indicate they personally participate in regional conferences.

Of 224 respondents who indicate their institutions send representatives to international conferences, only 129 (57.9% of 224) indicate they personally participate in international conferences.

Two hundred two women indicate that their institutions sent personnel to professional development conferences, while 138 (68.3% of 202) indicate they have personally participated in such workshops.

By age group, 49.3 percent of the women who participate in professional development workshops are in the 22 through 30 age bracket, 23.1 percent fall in the group from age 31 through 40, and 13.4 percent are in the age group of 41 through 50, and 14.2 percent are in the 51 through 66 age bracket.

Attitudes about ACU-I publications are indicated in Table 27.

Ninety point four percent of the respondents indicate a Regional Newsletter in their Region; 86.7 percent read it, 74.3 percent find it useful, only 36.8 percent contribute to the Newsletter, and 58.4 percent discuss it with staff.

The Union Wire is read by 75.2 percent of the 302 responding; 89.2 percent of those who read it find it useful. Only 15.5 percent contribute to the Bulletin, and 69.7 percent discuss it with staff.

Table 27.

RESPONSES & ATTITUDES ABOUT ACU-I LITERATURE

N=Affirmative Responses %=% of Total Response to Question

Literature	Read It	Find It Useful	Contribute to It	Discuss w/ Staff
Regional Newsletter	N=228 86.7%	N=176 74.3%	N=88 36.8%	N=139 58.4%
Union Wire	N=227 75.2%	N=206 89.2%	N=19 8.2%	N=158 70.5%
ACU-I Bulletin	N=237 80.3%	N=215 89.2%	N=37 15.5%	N=163 69.7%

Awareness of ACU-I Standing Committees is indicated by 65.8 percent of 322 respondents, however, only 29.9 percent indicate awareness of membership selection procedures for those committees.

Membership on an ACU-I Standing Committee is currently held by only 7.8 percent of the 321 women responding. Of 284 respondents, 22 (7.7%) have held committee membership previously.

Membership is evenly divided between persons with bachelor's degrees and master's degrees, with 48.0 percent each. None of the 4 women with doctorates holds committee membership.

In terms of ethnic origin, 8.5 percent of the Caucasians hold committee membership, 15.4 percent of the Blacks, and no Asian respondents hold committee membership.

Holding ACU-I committee membership does not seem to be affected by such variables as enrollment, faculty status, or salary.

Selection procedures for membership on special commissions are known by only 14.5 percent of 311 respondents, and only 36.1 percent of the respondents had previous knowledge of the Commission on the Status of Women. Of those who had previous knowledge, 31.3 percent obtained that knowledge from other professionals, 28.4 percent from professional publications, and 27.6 percent obtained their knowledge from conferences.

Participation on conference programs at the regional level is indicated by 56.3 percent of the 323 responding, whereas only 18.1 percent have participated in conference programs on the international level.

Regional conference program participation falls predominately in the 22 through 30 age bracket with 61.5 percent, whereas 51.8 percent of the international conference program participants fall in the 22 through 30 age group and 42.8 percent are between 31 and 50 years of age.

Conference attendance at the regional level ranges from 1 to 14 years with a mean of 2.8 years.

Table 28.

REGIONAL CONFERENCE ATTENDANCE IN YEARS

#Years	N	Percent
1	61	29.5%
2	36	17.4
3	40	19.3
4	21	10.1
5	14	6.8
6	11	5.3
7	3	1.4
8	4	1.9
9	6	2.9
10	7	3.4
11	2	1.0
14	2	1.0
Totals	207	100.0%

The range for conference attendance at the international level is 1 through 13 years with a mean of 1.9 years.

Table 29.

INTERNATIONAL CONFERENCE ATTENDANCE IN YEARS

#Years	N	Percent
1	57	41.9%
2	25	18.4
3	14	10.3
4	10	7.4
5	5	3.7
6	3	2.2

Table 29. (cont.)

#Years	N	Percent
7	6	4.4%
8	4	2.9
9	2	1.5
10	4	2.9
11	3	2.2
12	2	1.5
13	1	.7
Totals	136	100.0%

Generally, the respondents think the ACU-I is a viable organization; they read its literature, but do not extensively participate at the international level. Participation on Standing Committees and at international conferences is low, whereas participation at the regional level is fairly high.

Part VI.

UNION PROGRAMMING AND SERVICES FOR WOMEN

This section is devoted to determining the extent, type, and kinds of programs and services for women provided by the campuses represented by the respondents. It should be remembered that the following statistics represent individual not institutional responses, i.e. more than one response per institution may be included.

Women's programs and services are indicated as available by 64.8 percent of the 318 women responding to this question. In 77.7 percent of the cases, the main programming body for the campus is affiliated with the union.

Only 48.3 percent of the respondents indicate a women's bureau or resource center that presents programs for women, whereas 51.1 percent indicate no such center. Of the 264 responding, only 11.7 percent indicate the women's bureau or center is affiliated with the union, with 46.6 percent indicating no union affiliation and 41.7 percent stating the question is not applicable.

Union staff are indicated as involved in advising such a women's bureau by 26.9 percent of the 286 responding, whereas 37.1 percent said "no," and 36.0 percent indicate "not applicable."

Fifty-two percent of 303 respondents indicate the existence of a commission or task force on women on their campus, whereas 47.0 percent indicate no such group.

An affirmative action plan for women is indicated as available by 55.6 percent of the 302 women responding to that question, and 44.0 percent indicate no such plan. A plan is being developed in 30.4 percent of the cases where one does not exist, whereas 45.3 percent are not developing an affirmative action plan, and 23.6 percent indicate the question is not applicable.

Respondents, as shown in Table 30., were asked to indicate specific types of women's programs and their sponsor. Guest lecturers are sponsored by the union 39.5 percent of the time and housed in the union, but not sponsored by the union, 22.6 percent of the time. Women's programs were separate from the union in 19.6 percent of the responses, and 17.9 percent of the women responding indicate no such program.

Problem pregnancy counseling is union-sponsored in only 5.3 percent of the responses; housed in, but not sponsored by the union in 13.6 percent of the cases; separate from the union 47.0 percent of the time; whereas 34.1 percent of the respondents indicate no such program.

Four percent of the responses on abortion referral programs indicate sponsorship by the union; 10.8 percent indicate housed in, but not sponsored by the union; 48.8 percent of the responses show separate sponsorship; and 36.4 percent show no such program.

Birth control and sex information centers are indicated as union-sponsored by 5.3 percent of the respondents; 12.9 percent indicate union housing, but not sponsorship; and 48.5 percent show separate programs; whereas 33.3 percent show no birth control and sex information program.

Women's rights committees are stated as union sponsored by 4.5 percent of the respondents; whereas 8.7 percent indicate such a committee is housed in, but not sponsored by the union; 35.3 percent indicate such committees are separate; and 51.6 percent indicate no such committee.

Of 301 respondents, 58.5 percent indicate that career planning and placement for women is available but separate from the union; whereas 29.9 percent state no such program; 7.3 percent show such a program as housed in, but not sponsored by the union; and only 4.3 percent of those responding indicate a career planning and placement program sponsored by the union.

Feminist organizations are indicated as sponsored by the union by only 4.7 percent of the respondents; 19.3 percent showed housing in, but not sponsored by the union; whereas 32.3 percent state such programs are separate; and 43.7 percent indicate no such program.

No consciousness-raising groups are indicated by 46.7 percent of the 291 women responding; whereas 37.1 percent indicate such groups are separate from the union; 13.1 percent state such groups are housed in, but not sponsored by the union; and only 3.1 percent indicate union sponsorship of consciousness-raising groups.

Finally, feminist or women's studies programs at the union program level are indicated as sponsored by the union in 7.5 percent of the 279 responses; 3.9 percent state housed in, but not sponsored by the union; 12.1 percent state such programs are separate from the union; whereas 76.4 percent indicate no such program available.

Table 30.

SPONSORSHIP OF WOMEN'S PROGRAMS

		Percent			
Program	N	U	HU	S	No Program
Guest Lectures	301	39.5%	22.6%	19.6%	18.2%
Problem Pregnancy Counseling	302	5.3	13.6	47.0	34.1
Abortion Referral	297	4.0	10.8	48.8	36.4
Birth Control & Sex Info. Center	303	5.3	12.9	48.5	33.3
Women's Rights Comm.	289	4.5	8.7	35.3	51.6
Career Planning & Employment Info.	301	4.3	7.3	58.5	29.9
Feminist Organization	300	4.7	19.3	32.3	43.7
Consciousness Raising Group	291	3.1	13.1	37.1	46.7
Feminist Studies on Union Prog. Level	280	7.5	3.9	12.1	76.4

Key: U=union sponsored; HU=housed in union, not sponsored; S=Separate from union altogether

In conclusion, most programs and services that are available for women are either housed in, but not sponsored by the union or completely separate from the union.

Responses to the question "What special programs focusing on women have been held at your university in the past year?" were tabulated by both program topic and type. Of the 157 responses that specify the topics of their university's program, 20.4% involve consciousness-raising and awareness of the women's movement, 17.8% are concerned with birth control and planned parenthood, and 11.5% involve classes on women's issues.

Definition of the terms used to categorize the topic are as follows: 1) University-sponsored educational opportunity programs include affirmative action, continuing education programs, women's re-entry programs, etc. 2) Women's organization programs include events sponsored by N.O.W., Women's Political Caucus, and A.W.S., etc. 3) Services for women on campus include day care centers and career opportunities services. The other topic headings are self-explanatory. Table 31. shows the results of these tabulations.

Table 31.

SPECIAL WOMEN'S PROGRAMS BY TOPIC OF PROGRAM

Program Topic	N	Percent
Planned Parenthood/Birth Control	28	17.8%
General Sexuality/Women's Roles	14	8.9
Women's Awareness/Liberation	32	20.4
Women in the Arts	12	7.6
Univ. Educational Opportunity Programs	7	4.5
Classes on Women's Issues	18	11.5
Sorority Activities	2	1.3
Women's Organization Programs	3	1.9
Services for Women on Campus	15	9.5
Self-Defense	2	1.3
Other Miscellaneous Programs	16	10.2
Totals	157	100.0%

In regard to program type, 23.0 percent of the programs follow the lecture format, 12.2 percent are educational opportunity programs such as affirmative action for women, women's studies, career opportunities, and

11.6 percent are in the form of continuing events such as a women's week, or a 3 day conference on women, as shown in Table 32.

Table 32.

SPECIAL WOMEN'S PROGRAMS BY TYPE OF PROGRAM

Program Type	N	Percent
Lecture	85	23.0%
Forum	5	1.3
Symposium	18	4.9
Seminar	8	2.2
Convocation	2	.5
Films/Videotapes	21	5.7
Continuing Events	43	11.6
Discussions/Rap Groups	23	6.2
Conferences/Workshops	27	7.3
Women's Organization Programs	11	3.0
Educational Programs	45	12.2
Art/Drama/Literary	11	3.0
In Planning Process	5	1.3
Unspecified	66	17.8
Totals	370	100.0%

A list of resources for women's programs, suggested by the respondents, may be found in Appendix A. of this study.

In summary, whereas programming for women is evident on many campuses, union involvement in that programming is minimal.

Part VII.

ATTITUDES

The attitude section of this study is primarily concerned with the respondents' attitudes regarding sex discrimination, about her professional prestige, how others see her, and about attitudes in general on the respondents' campus. This is the most subjective of the sections, and the most open to misinterpretation.

In response to a series of questions regarding feelings about being discriminated against because of their sex, 71.8 percent of 333 respondents indicate they do not feel they have been discriminated against by their university, whereas 28.2 percent indicate feelings of discrimination. An even larger number, 82.2 percent, indicate no discrimination by their department head or boss, and only 17.8 percent indicate feelings of discrimination. Colleagues are implicated in feelings of discrimination by only 16.4 percent of the respondents, whereas 83.3 percent indicate no such feelings. "Others" are implicated in feelings of sex discrimination as indicated by 30.3 percent of the respondents, whereas 69.7 percent indicate no discrimination by others.

Age seems not to be a key factor in feelings of discrimination as shown in Table 33. Of those indicating feelings of discrimination by their university, 28.7 percent of those in the 22 through 30 age group indicate such feelings, whereas 24.0 percent of the 41 through 50 age group indicate such feelings.

Table 33.

SEX DISCRIMINATION BY UNIVERSITY BY AGE GROUP

Feelings of Sex Discrimination by University

Age Group	Yes	No	
22 thru 30	28.7%	71.3%	N=181 100.0%
31 thru 40	33.3	66.7	N=57 100.0%
41 thru 50	23.1	76.9	N=39 100.0%
51 thru 66	24.0	76.0	N=50 100.0%

Similarly, 18.3 percent of age group 22 through 30 indicate feelings of discrimination by their department head, and in the 31 to 40 group 16.1 percent have such feelings, in the 41 through 50 group 15.4 percent and in the 51 through 66 group 19.6 feel they have been discriminated against by their department head.

Table 34.

SEX DISCRIMINATION BY DEPT. HEAD BY AGE GROUP

Feelings of Sex Discrimination by Dept. Head

Age Group	Yes	No	
22 thru 30	18.3%	81.7%	N=180 100.0%
31 thru 40	16.1	83.9	N=56 100.0%
41 thru 50	15.4	84.6	N=39 100.0%
51 thru 66	19.6	80.4	N=51 100.0%

Again in feelings of sex discrimination by colleagues, Table 35., 18.9 percent of those in the 22 through 30 age bracket have had such feelings.

Table 35.

SEX DISCRIMINATION BY COLLEAGUES BY AGE GROUP

Feelings of Discrimination by Colleagues

Age Group	Yes	No	
22 thru 30	18.9%	81.1%	N=180 100.0%
31 thru 40	16.1	82.1	N=56 100.0%
41 thru 50	20.5	79.5	N=39 100.0%
51 thru 66	6.1	93.9	N=49 100.0%

In terms of degree level, feelings of discrimination by the university is evenly divided between bachelor's and master's degree holders, between 40.0 and 45.0 percent in each category. The same is true of those who indicate feelings of discrimination by the department head, about 35.0 percent in each category.

Of the respondents from schools with enrollments of 10,000 to 14,999, 37.5 percent feel discriminated against by the university, 18.5 percent by their department head, 14.3 percent by their colleagues, and 29.2 percent by others. In comparison, in schools with enrollments of from 15,000 to 19,999, 20.6 percent of the respondents feel discriminated against by their university, 14.7 percent by their department head, 15.2 percent by their colleagues, and 27.6 percent by others.

In comparing feelings of discrimination by type of institution, 27.8 percent of the respondents from 4 year institutions indicate feelings of discrimination by their university, 16.9 percent indicate feelings of discrimination by colleagues, and 31.5 percent indicate discrimination by others.

Of the respondents from public institutions indicating feelings of discrimination, 24.9 percent indicate feelings of sex discrimination by their university, 16.4 percent by their department head, 15.6 percent by colleagues, and 29.0 percent by others.

Table 36.

UNIVERSITY SEX DISCRIMINATION BY TYPE & SIZE OF INSTITUTION

Feelings of Discrimination by University

Size	Yes	No	Other	
1,000-4,999	30.1%	69.9%		N=103 100.0%
5,000-9,999	18.2	81.8		N=55 100.0%
10,000-14,999	37.5	62.5		N=56 100.0%
15,000-19,999	20.6	79.4		N=34 100.0%
Over 20,000	30.8	69.2		N=78 100.0%
Other	0.0	100.0		N=2 100.0%
Type				
2-Year	11.4	88.6		N=35 100.0%
4-Year	27.8	72.2		N=237 100.0%
Other	39.6	60.4		N=53 100.0%
All Female	40.0	60.0		N=5 100.0%
Co-ed	28.2	71.8		N=308 100.0%
Public	24.9	75.1		N=229 100.0%
Private	41.0	59.0		N=83 100.0%

Nearly 100 percent of the respondents who indicate feelings of sex discrimination are from co-ed institutions.

Sixty-five percent of those indicating feelings of discrimination by their university have been active in the union field from 1 to 5 years. Similar percentages hold true for other feelings of sex discrimination as compared to years of activity in the union field.

In terms of ethnic origin, 28.0 percent of the Caucasians indicate feelings of discrimination by the university, 15.4 percent of the Blacks indicate such feelings, and no Asians indicate feelings of sex discrimination by their university.

Of those persons who feel they have been discriminated against by their department head, 92.6 percent are Caucasians, 3.7 percent Black, 10.5 percent other.

In comparing feelings of discrimination by department heads with number of males in the department, 62.8 percent of the women with those feelings are from departments with from 1 to 3 male staff.

Feelings of sex discrimination by the university are indicated by more women on staffs where there are from 1 to 3 male staff members than on staffs with a larger number of male staff.

Sex discrimination by university is indicated by only 27.8 percent of those who participate in regional conferences, by only 31.3 percent of those who participate in international conferences, and by 28.7 percent of those who participate in professional development workshops. Forty-four percent of those who hold membership on an ACU-I Standing Committee indicate feelings of sex discrimination by their university, and 40.9 percent of those who have previously held membership on a Standing Committee have the same feelings.

Within the respondents' department, 61.1 percent feel their is no significant difference in recruitment and hiring of males and females of similar qualifications. Sixty-three percent feel no significant differences in job or project assignment of males and females of similar qualifications, while 76.1 percent feel there is no significant difference between work loads assigned to males and females of similar qualifications.

Concerning pay, 39.4 percent of the 312 respondents indicate they believe men in their department of comparable job responsibility are paid more than women, while 59.3 percent feel this is not the case.

It seems significant that in comparing feelings of discrimination by the university and whether salaries are comparable with men of the same rank, 44.7 percent of those indicating feelings of sex discrimination also indicate that their salaries are not comparable to men of the same rank. Or looked at from a different perspective, 62.3 percent of those who indicate their salaries are not comparable to men of the same rank, also indicate feelings of sex discrimination by their university.

Conversely, feelings of discrimination by department heads are indicated by only 35.0 percent of those who stated their salaries are not comparable.

Of the women responding, 94.8 percent believe women students on their campuses are encouraged to participate in union programming, 90.7 percent believe women students are encouraged to hold leadership positions, 91.2 believe women students are encouraged to participate in governance and decision-making bodies, and 64.1 percent believe women are encouraged to participate in traditionally male-dominated activities.

Staff interaction on both professional issues and employment practices is considered sufficient by 52.4 percent of the 315 responding, whereas 36.5 percent feel that there is insufficient interaction in both areas.

Campus discussion of the women's movement generally is indicated by 70.7 percent of 304 responding; 78.5 percent indicate discussion by students, 69.0 percent indicate discussion by staff.

As can graphically be seen in Table 37., the respondents feel that male student attitudes about the women's movement tend to be favorable, uninformed, uninterested, and also flippant. On the other hand, the Table shows that women students' attitudes about the movement are favorable, uninformed, interested and serious. In contrast, respondents feel that women colleagues' attitudes are favorable, interested, informed, and serious.

Table 37.

MEN'S & WOMEN'S ATTITUDES TOWARD WOMEN'S MOVEMENT

		favorable	informed	interested	serious	unfavorable	uninformed	uninterested	flippant
Men's Attitudes									
Students	N=	93	50	93	16	35	119	104	87
Staff/Faculty	N=	83	61	117	22	48	75	89	80
Women's Attitudes									
Students	N=	146	74	130	56	12	94	68	13
Staff/Faculty	N=	167	112	167	86	7	53	39	11

Also interesting is a comparison of campus attitudes toward the women's movement and feelings of discrimination by sex. Nearly 79.0 percent of those persons who feel their university discriminates on the basis of sex, feel that male students' attitudes are favorable toward the women's movement. However, of those indicating university discrimination, 70.9 percent feel male students are uninformed, about half feel male students are interested in the women's movement, and 83.9 percent feel that male students' attitudes are flippant.

Of those who indicate sex discrimination by their university, 60.7 percent indicate that male staff attitudes toward the women's movement are unfavorable, 65.9 percent feel male staff are uninformed, 56.7 percent feel male staff are uninterested, and 88.9 percent feel male staff are flippant about the movement.

Some disagreement of feelings about the women's movement is indicated by those who do not feel the university practices sex discrimination. Of those indicating no feelings of sex discrimination, 72.0 percent indicate favorable male staff attitudes, however, 50.5 percent indicate the male staff are uninformed, but 63.3 percent state that male staff are interested, and yet 71.4 percent indicate that male staff attitudes are flippant.

Only 13.6 percent of the 331 responding state they have taken part in staff programs focused on women for their department. Of those responding in the affirmative, 64.4 percent indicate the feedback on the program was favorable.

Women responded to the question on professional commitment on two levels, as evidenced in Table 38: their professional attachment to the field or their personal fulfillment in the field. The Highly Committed Category includes answers such as "highly committed" and "strongly committed"; Personal Fulfillment Category includes answers such as "fulfilling job," "enjoyable" and "enthusiastic"; Committed to Serve People includes answers such as "committed to serve students" and "committed to serve people but not necessarily to the profession"; Committed to the Educational Field includes responses worded the same; Self Growth and Challenge includes responses such as "self challenge" and "learning range of abilities"; the Temporary Commitment Category includes responses such as "tenuous" and "temporary" commitment; the Discouraged Category includes answers such as "frustrated," "discouraged," and "not highly committed." The "Other" category includes responses that do not apply to the question or do not fit in any of the other categories. Of the 183 women who answered the question, 54.1 percent are highly committed to the profession, 12.0 percent see their commitment as personally fulfilling, while 10.9 percent view their commitment as tenuous and temporary.

Table 38.

PROFESSIONAL COMMITMENT

Type of Commitment	N	Percent
Highly Committed to the Profession	99	54.1%
Committed as a Personal Fulfillment	22	12.0
Committed to Serve People	11	6.0
Committed to Field of Education	7	3.8
Committed to Self Growth	9	4.9
Tenuous or Temporary Commitment	20	10.9
Discouraged or Frustrated	7	3.8
Other	8	4.4
Totals	183	100.0%

In answer to the question "How do you feel most academic personnel regard you professionally?", Table 39., 124 women checked the "Other" category, and specified how they feel they are regarded, Table 40. Some women (29.0%) feel they are regarded as a co-ordinator and facilitator, and 20.2 percent feel others regard them as professionals and administrators. However, 19.4 percent feel that other professionals do not understand and value student union personnel as professionals and only 1.6 percent feel others regard them as educators.

Table 39.

HOW ARE YOU REGARDED BY ACADEMIC PERSONNEL?

	N	Percent
Manager	123	37.6%
Maintenance Person	18	5.5
Educator	30	9.2
Secretary/Clerk	36	11.0
Other	93	28.4
Combination	27	8.3
Totals	327	100.0%

Table 40.

HOW REGARDED PROFESSIONALLY
"Other"

Role	N	Percent
Professional/Administrator	25	20.2%
Coordinator/Facilitator	36	29.0
Educator	2	1.6
Food Service/Hostess	7	5.7
Specialist/Technician	3	2.4
Disregard for the Profession	24	19.4
Personally Disregarded	6	4.8
Other	5	4.0
Don't Know	16	12.9
Totals	124	100.0%

In summarizing this attitudinal section, it can be concluded that the majority of the women respondents do not feel discriminated against due to sex. Those who do have feelings of being discriminated against are fairly evenly divided among age group, have salaries in the middle income bracket, have fewer years active in the field, and are generally located in public institutions.

A high level of commitment to the union field is evidenced, however, some dissatisfaction and frustration were noted, particularly in relation to how union personnel are viewed by academic staff.

SUMMARY AND CONCLUSIONS

Before drawing specific conclusions from this study, it is necessary to first discuss the instrument used to gather the data. The questionnaire, developed at the University of Tennessee, and reviewed by the ACU-I Commission on the Status of Women, the ACU-I Executive Committee and the ACU-I Research Committee, generally provided the necessary data to make the study worthwhile.

However, as in most questionnaires, some ambiguity and problems of clarity occurred, thus making some of the results open to question. It is not the intent here to review each question asked, but to point to a few areas in question.

The question regarding ethnic origin was poorly stated, thus raising many unanswered questions. Standard ethnic choices should have been given (Caucasian, Black American, Native American, Asian American, Mexican American and Other) rather than asking an open-ended question which gave rise to such responses as Latin, Asian, Northern European, etc. In the tabulation all of those designations which were obviously Caucasian were included in that category, but the results are still somewhat unsatisfactory.

Perhaps the most serious lack in the questionnaire was the lack of definition of the term "professional staff." We have no way of determining how many questionnaires were filled out by secretaries, food service supervisors, or student personnel staff not related to student activities or the college union. It need not be concluded that the above ought not to have been surveyed, but no tabulation of this information was possible.

In the area of attitudes, more care could have been taken in asking questions regarding feelings of discrimination. The questions regarding sex discrimination could have been more explicit and less ambiguous.

In spite of the above problems with the instrument, the information in this study should prove valuable to the profession.

A number of conclusions in a general sense can be drawn from the study, as well as some recommendations for action by the Association of College Unions-International.

Women in the union field are generally well educated, come from a wide variety of academic backgrounds, and some are pursuing further course work. Most work in college unions or student activities departments, and the majority hold untenured positions carrying neither faculty rank nor status.

Though some are advancing themselves academically, few seem to see the possibility of moving to other administrative roles on their campus.

Tenure in the union field is longer than might be expected, with women on the average remaining on a particular campus over 5 years, and indicating an expectation of remaining in the union field an average of nearly 12 years. This statistic seems to counter the usual attitude that women are poor professional risks because they are never at a particular job more than a year or two due to marriage or pregnancy.

It is interesting to note that the sample was almost equally divided between single women (or divorced or widowed) and married women, and that approximately 13 percent have children needing day care. Day care facilities on campuses were, however, supported by a large majority. The majority also think that marriage and/or nepotism rules have not interfered with their careers.

The majority of women responding hold twelve month positions and are salaried in the $8,000 to $15,000 range, with only about 4½ percent earning more than $15,000. The majority think that their salary is commensurate with their rating. It is, however, notable that 25 percent do not know if this is the case, and 38 percent do not know if their salaries are competitive outside their own department. Likewise, over 31 percent do not know if their salaries are comparable with men of the same rank or rating.

Opportunities for professional development including local, regional and international conferences and workshops seem to be readily available. Participation at the international level had the least participation by women responding. The ACU-I is considered viable and worthwhile, and interest was high in its activities. In contrast, ACU-I Standing Committee participation was less than 10 percent.

Recruiting procedures combined many methods, however, personal referral was the most prevalent. With the advent of Affirmative Action programs, one would expect to see a change toward more formal search and placement procedures in the future.

ACU-I publications as well as other relative professional literature are widely read by women in the field. However, few women contribute to ACU-I publications, with the exception of Regional Newsletters.

Generally, women in the union field do not feel discriminated against because of sex by their institution, department head, or colleagues. Those who do express feelings of discrimination are in all age groups and generally new to the field.

Appendix A. carries resource material gathered during the study on women's programs and programming for women. The majority indicate that the union is the major programming body on the campus. However, the study indicates that involvement of union staff and program in women's programming is very low, with the exception of lectures and union facilities made available to other groups.

Finally, women's attitudes about their own roles and how others perceive them seem to indicate that although the majority feel they are seen in a positive way by others, many feel they are not valued as professionals. In terms of commitment to the profession this same dissatisfaction is observed in the number of women who are discouraged or have a "tenuous" commitment. It could be speculated that similar feelings would be evidenced by male members of the profession.

The following recommendations are drawn from the summary and conclusions of this study:

1. That the ACU-I, through its professional Development Committee and Core Team in Programming, make a concerted effort to include consciousness-raising content in their workshops, for both men and women.
2. That the ACU-I, through the Regional Coordinators on the Status of Women, make an effort to make available any and all resource material on women's programming to all unions to encourage _union_ involvement in programming for and about women.
3. That the Commission on the Status of Women, using the _Bulletin_, _Wire_, and _Regional Newsletters_, bring up issues concerning the women's movement about which the profession should be aware.
4. That the ACU-I make a deliberate effort to encourage women to contribute to ACU-I publications.
5. That the ACU-I promote the concept of Affirmative Action planning, and make available information relative to such planning to the membership.
6. That future conferences and meetings of the ACU-I include opportunity for women to express their concerns and to participate.

7. That the ACU-I make a deliberate effort to involve more women in its Standing Committees and commission work.

8. And, finally, that the Commission on the Status of Women continue to be a sounding board for the concerns of women in the profession.

In summary, although women in the union profession seem generally satisfied with their working conditions, it is evident that greater promotion and monitoring of awareness of role possibilities, career advancement, and consciousness of real situations is needed.

Finally, the results of the supplemental survey of 140 unions without female staff is included in this study as Appendix B.

APPENDIX A.

TO: Directors, ACU-I Directory Membership

FROM: Gail B. Clay, Chairperson, Commission on the Status of Women

DATE: December 15, 1972

SUBJECT: QUESTIONNAIRE TO ASSIST IN THE DETERMINATION OF STATUS

The enclosed questionnaire was developed by the Commission on the Status of Women with input from the Executive Committee, the Research Committee, Standing Committee Chairpersons and interested Association members.

The Commission proposes that the questionnaire be completed by women staff members with professional rank on the Union/Center staffs. In many cases it is difficult to differentiate between union staff and student activities staff. We suggest that those women who report to the union director or coordinate activities with/through the union be included in the survey.

You will receive only one copy of the questionnaire. We know that a large number of unions have several women staff members. In order for us to receive an accurate accounting from all women, will you either request additional copies from us, or prepare and distribute copies to each of your women staff members. We ask that you return all of the completed questionnaires in one mailing, so we will code the originals by institution only.

If you choose to make your additional copies of the questionnaire, will you please send a typed list of all persons to whom you gave the questionnaire? In this way, we can know what percentage actually completed the questionnaire. If there are no female employees to complete the questionnaire, will you please return the blank form as each is numbered?

I believe that our major task is to determine what women are in the field, what positions they occupy, how they were recruited, what, if any, promotions they may be receiving, what programs are being developed to involve students, and how our field relates to the overall emphasis that is being placed on women in higher education.

We are requesting that names be included on the questionnaire for the purpose of compiling an up-to-date talent roster for the Association.

THERE WILL BE NO ATTEMPT TO CORRELATE NAMES OF INDIVIDUALS AND INSTITUTIONS WITH ATTITUDINAL DATA. ALL QUESTIONNAIRES ARE CONFIDENTIAL AND DATA IS AVAILABLE ONLY TO THE RESEARCHER. PLEASE HELP THE COMMISSION GATHER THIS USEFUL DATA BY TAKING A FEW MINUTES TO COMPLETE THE FORM AND RETURN TO:

MS. GAIL CLAY, DIRECTOR
UNIVERSITY CENTER
THE UNIVERSITY OF TENNESSEE
KNOXVILLE, TENNESSEE 37916

QUESTIONNAIRE ON THE STATUS OF WOMEN

FOR COMPUTER USE ONLY

NAME ______________________ TITLE ______________________

INSTITUTION ______________________

ADDRESS ______________________

1-4 __________

PERSONAL DATA

5 What is your ethnic origin? ______________________

6-7 What is your age? __________

8 Marital status: [ ] 1. single [ ] 2. married [ ] 3. divorced [ ] 4. widowed [ ] 5. separated [ ] 6. other, __________

9 Has marriage ever interfered with your job mobility? [ ] 1. always [ ] 2. frequently [ ] 3. sometimes [ ] 4. seldom [ ] 5. never

10 Has marriage ever interfered with your professional commitment? [ ] 1. always [ ] 2. frequently [ ] 3. sometimes [ ] 4. seldom [ ] 5. never

11 Do you have children that require daily child care? [ ] 1. yes [ ] 2. no

12 If yes, what are your child care arrangements? [ ] 1. housekeeper [ ] 2. spouse [ ] 3. day school [ ] 4. out-of-home sitter [ ] 5. other, __________

13 Does your institution provide child care centers? [ ] 1. yes [ ] 2. no [ ] 3. don't know

14 Do you feel that it should? [ ] 1. yes [ ] 2. no [ ] 3. no opinion

15 Would you use child care facilities if they were available? [ ] 1. yes [ ] 2. no [ ] 3. don't know

16 Do you have relatives or spouse employed at same institution? [ ] 1. yes [ ] 2. no

17 Have nepotism rules ever interfered with your own career advancement? [ ] 1. yes [ ] 2. no [ ] 3. not applicable

EDUCATIONAL BACKGROUND

18 Please check the last degree level you have completed. [ ] 1. high school [ ] 2. BA [ ] 3. BS [ ] 4. MA [ ] 5. MS [ ] 6. EdD [ ] 7. PhD [ ] 8. Other __________

Please indicate your educational background.

University	Degree	Major

---

19 Do you have an opportunity to take coursework or to work on an advanced degree? [ ] 1. both [ ] 2. coursework only [ ] 3. advanced degree [ ] 4. neither

20 Are you presently enrolled in [ ] 1. an advanced degree program? [ ] 2. coursework only? [ ] 3. neither

21 What degree are your pursuing? [ ] 1. MA [ ] 2. MS [ ] 3. EdD [ ] 4. PhD [ ] 5. Other, __________ [ ] 6. not applicable

22 Does the university have [ ] 1. provisions to pay for it? [ ] 2. reduced fees for staff members? [ ] 3. you pay for it? [ ] 4. not applicable

DESCRIPTIVE INSTITUTIONAL DATA

23 What is your department? [ ] 1. student activities [ ] 2. student services [ ] 3. auxiliary enterprises [ ] 4. union or center [ ] 5. other, __________

24 Is your position? [ ] 1. faculty status [ ] 2. faculty rank [ ] 3. civil service [ ] 4. none of the above

25 Is your position? [ ] 1. tenured [ ] 2. non-tenured

26 Are the above classifications true of all professional personnel in your department? [ ] 1. yes [ ] 2. no [ ] 3. don't know

27 What is the enrollment of your institution? [ ] 1. 1,000-4,999 [ ] 2. 5,000-9,999 [ ] 3. 10,000-14,999 [ ] 4. 15,000-19,999 [ ] 5. over 20,000

Check the following items as they apply to your institution:

28 [ ] 1. 2-year [ ] 2. 4-year [ ] 3. other, __________

29 [ ] 1. public [ ] 2. private

30 [ ] 1. all male [ ] 2. all female [ ] 3. co-ed

What is the number of professional fulltime staff in your department?

31-32 total [ ]

33-34 male [ ]

35-36 female [ ]

CAREER STATUS AND DEVELOPMENT

37-38 How many years have you been active in the student union field? __________

39-40 How many years have you been employed by this institution? __________

41-42 How many years have you been employed in your present job? __________

43-44 How many years do you anticipate remaining in this or related fields? __________

---

45 Is there a formal job description for your job? [ ] 1. yes [ ] 2. no [ ] 3. don't know

46 Is the job description in line with what you actually do? [ ] 1. yes [ ] 2. no [ ] 3. not applicable

47 What is your salary? [ ] 1. $5,000-$6,599 [ ] 2. $6,600-$7,999 [ ] 3. $8,000-$9,599 [ ] 4. $9,600-$11,999 [ ] 5. $12,000-$15,000 [ ] 6. over $15,000

48 Is this for [ ] 1. 9 months? [ ] 2. 10 months? [ ] 3. 12 months?

Is your salary

49 a) consistent with your rating? [ ] 1. yes [ ] 2. no [ ] 3. don't know

50 b) consistent with the work you do? [ ] 1. yes [ ] 2. no [ ] 3. don't know

51 c) in competition with salary scales outside your department? [ ] 1. yes [ ] 2. no [ ] 3. don't know

52 d) comparable with men of same rank in your department? [ ] 1. yes [ ] 2. no [ ] 3. don't know

53 Have you been promoted within your department? [ ] 1. yes [ ] 2. no

If yes, did you receive a raise

54 a) commensurate with the new position? [ ] 1. yes [ ] 2. no

55 b) compatible with others of similar responsibilities? [ ] 1. yes [ ] 2. no [ ] 3. don't know

56 Do you attend or have you attended professional development programs or workshops within your department? [ ] 1. yes [ ] 2. no

57 If no, are they offered? [1. yes [ ] 2. no [ ] 3. don't know

Check all of the following professional literature you read regularly.

58 ACPA [ ] 1. yes [ ] 2. no
59 APGA [ ] 1. yes [ ] 2. no
60 NACPA [ ] 1. yes [ ] 2. no
61 CHE [ ] 1. yes [ ] 2. no
62 Bus. & Mgmt. [ ] 1. yes [ ] 2. no
63 NAWDC [ ] 1. yes [ ] 2. no
64 NEC [ ] 1. yes [ ] 2. no
65 Others, please specify ______________________

What professional meetings have you attended in the last year? __________

____

66 Were these meetings [ ] 1. at your own expense? [ ] 2. at expense of your institution? [ ] 3. other, __________

67 How were you recruited for your present job? [ ] 1. ACU-I Employment Service [ ] 2. College Placement Services [ ] 3. Personal referral [ ] 4. Transfer from another department [ ] 5. Search Committee interview [ ] 6. Other, __________

68 Have you taken part in recruiting of new staff members? [ ] 1. yes [ ] 2. no [ ] 3. not applicable

BEST COPY AVAILABLE

QUESTIONNAIRE ON THE STATUS OF WOMEN
Page 4

69 How are new staff members recruited? [ ] 1. ACU-I Employment Service [ ] 2. College Placement Services [ ] 3. Personal referral [ ] 4. Transfer [ ] 5. Search Committee interview [ ] 6. Other, ____

Check whether you have served on any of the following:

70 Departmental committee [ ] 1. yes [ ] 2. no

71 University-wide committee [ ] 1. yes [ ] 2. no

72 Institutional commission or task force [ ] 1. yes [ ] 2. no

If yes, briefly specify, ____

73 Are you regularly made aware of job openings for which you would be qualified as they occur on campus? [ ] 1. yes [ ] 2. no

74 If yes, [ ] 1. systematically [ ] 2. by grapevine

75 What possibility do you see of moving to other administrative roles in your institution? [ ] 1. not probable [ ] 2. possible [ ] 3. highly likely

76 Are you paid overtime for hours worked in excess of 40 per week? [ ] 1. yes [ ] 2. no [ ] 3. not applicable

77 If not, do you receive compensatory time? [ ] 1. yes [ ] 2. no [ ] 3. not applicable

78 Do others in your department receive compensatory time? [ ] 1. yes [ ] 2. no [ ] 3. not applicable

GOVERNANCE OF AND PARTICIPATION IN ACU-I

79 Are you familiar with the organization of ACU-I? [ ] 1. yes [ ] 2. no

80 Are you familiar with its constitution and its by-laws? [ ] 1. yes [ ] 2. no

1-4 ____ Questionnaire Code

Do you see ACU-I as an effective and viable professional organization
5 a) regionally? [ ] 1. yes [ ] 2. no [ ] 3. not applicable
6 b) internationally? [ ] 1. yes [ ] 2. no [ ] 3. not applicable

Do you participate in
7 a) regional conferences? [ ] 1. yes [ ] 2. no [ ] 3. not applicable
8 b) international conferences? [ ] 1. yes [ ] 2. no [ ] 3. not applicable
9 c) professional development workshops? [ ] 1. yes [ ] 2. no [ ] 3. not applicable
10 d) If no, would you like to participate in a [ ] 1. regional conference? [ ] 2. international conference? [ ] 3. professional development workshop? (You may check more than one)

11 Does your institution send representatives to [ ] 1. regional conferences? [ ] 2. international conferences? [ ] 3. professional development workshops? (You may check more than one)

QUESTIONNAIRE ON THE STATUS OF WOMEN
Page 5

12 Does your region have a Newsletter? [ ] 1. yes [ ] 2. no

If yes, do you
13 a) read it? [ ] 1. yes [ ] 2. no
14 b) find it useful? [ ] 1. yes [ ] 2. no
15 c) contribute to it? [ ] 1. yes [ ] 2. no
16 d) discuss it with staff? [ ] 1. yes [ ] 2.no

17 Do you read The Union Wire? [ ] 1. yes [ ] 2. no
18 a) find it useful? [ ] 1. yes [ ] 2. no
19 b) contribute to it? [ ] 1. yes [ ] 2. no
20 c) discuss it with staff? [ ] 1. yes [ ] 2. no

21 Do you read the "Bulletin"? [ ] 1. yes [ ] 2. no
22 a) find it useful? [ ] 1. yes [ ] 2. no
23 b) contribute to it? [ ] 1. yes [ ] 2. no
24 c) discuss it with staff? [ ] 1. yes [ ] 2. no

25 Are you aware of the ACU-I Standing Committees? [ ] 1. yes [ ] 2. no

26 Are you aware of procedures for selecting a Standing Committee? [ ] 1. yes [ ] 2. no

27 Do you currently hold membership on a Standing Committee? [ ] 1. yes [ ] 2. no

If yes, which committee? ____

28 Do you find it professionally stimulating? [ ] 1. yes [ ] 2. no [ ] 3.no opinion

29 Have you held membership on a Standing Committee before? [ ] 1. yes [ ] 2. no

If yes, which committee? ____

30 Are you aware of procedures for selecting special commissions? [ ] 1. yes [ ] 2. no

31 Did you have previous knowledge of the ACU-I Commission on the Status of Women? [ ] 1. yes [ ] 2. no

If yes, what knowledge and how obtained? ____

32 Have you participated in conference programs on the regional level? [ ] 1. yes [ ] 2.no

33 Have you participated in conference programs on the international level? [ ] 1. yes [ ] 2. no

Conference attendance in number of years:

34-35 regional [ ]

36-37 international [ ]

UNION PROGRAMMING AND SERVICES FOR WOMEN

38 Does your union or student activities department provide programs and services for women? [ ] 1. yes [ ] 2. no

QUESTIONNAIRE ON THE STATUS OF WOMEN
Page 6

39 Is the major program body for the campus affiliated with the Union? [ ] 1. yes [ ] 2. no

40 Is there a women's bureau or resource center or other agency which programs for women? [ ] 1. yes [ ] 2. no

41 Is it affiliated with the Union? [ ] 1. yes [ ] 2. no [ ] 3. not applicable
Name and address of women's bureau ____

42 Are members of union staff involved as advisors to these programs? [ ] 1. yes [ ] 2. no [ ] 3. not applicable

43 Is there a commission or task force on women? [ ] 1. yes [ ] 2.no

44 Does your university have an affirmative action plan for women? [ ] 1. yes [ ] 2. no

45 If no, is it in the process of developing one? [ ] 1. yes [ ] 2. no [ ] 3. not applicable

Check the following programs and services available to women and how each is sponsored: U for union; H for housed in union, but not sponsored; S for separate; N for no program.

46 a) guest lecturers [ ] 1. U [ ] 2. H [ ] 3. S [ ] 4. N
47 b) problem pregnancy counseling [ ] 1. U [ ] 2. H [ ] 3. S [ ] 4. N
48 c) abortion referral [ ] 1. U [ ] 2. H [ ] 3. S [ ] 4. N
49 d) birth control and sex information center [ ] 1. U [ ] 2. H [ ] 3. S [ ] 4. N
50 e) women's rights committee [ ] 1. U [ ] 2. H [ ] 3. S [ ] 4. N
51 f) career planning and employment information [ ] 1. U [ ] 2. H [ ] 3. S [ ] 4. N
52 g) feminist organizations [ ] 1. U [ ] 2. H [ ] 3. S [ ] 4. N
53 h) consciousness-raising groups [ ] 1. U [ ] 2. H [ ] 3. S [ ] 4. N
54 i) "feminist studies" on union program level [ ] 1. U [ ] 2. H [ ] 3. S [ ] 4. N

What special programs focusing on women have been held at your university in the past year? ____

List speakers ____

How has the union been involved with these programs? ____

Please list as many resources on women's programs as you can. This information will be compiled and redistributed. ____

ATTITUDES

Do you feel you have been discriminated against in your work situation because of your sex
55 a) by your university? [ ] 1. yes [ ] 2. no
56 b) by your department head or boss? [ ] 1. yes [ ] 2. no
57 c) by your colleagues? [ ] 1. yes [ ] 2. no
58 d) by other? [ ] 1. yes [ ] 2. no

QUESTIONNAIRE ON THE STATUS OF WOMEN
Page 7

In your department or area, do you feel there are significant differences between males and females with similar qualifications in
59 a) recruitment and hiring? [ ] 1. yes [ ] 2. no [ ] 3. no opinion
60 b) job or project assignment? [ ] 1. yes [ ] 2. no [ ] 3. no opinion
61 c) your work load? [ ] 1. yes [ ] 2. no [ ] 3. no opinion
62 d) other? [ ] 1. yes [ ] 2. no Please specify ____

63 Do you believe men in your department and of comparable job responsibility are paid more than women? [ ] 1. yes [ ] 2. no

Do you believe women students are encouraged to
64 a) participate in union programs? [ ] 1. yes [ ] 2. no
65 b) hold leadership positions? [ ] 1. yes [ ] 2. no
66 c) participate in governance and decision-making bodies? [ ] 1. yes [ ] 2. no
67 d) participate in traditionally male-dominated activities? [ ] 1. yes [ ] 2. no

68 Do you feel there is sufficient staff interaction in your department concerning professional issues and employment practices? [ ] 1. both [ ] 2. professional issues only [ ] 3. employment practices only [ ] 4. neither

69 Is there discussion of the women's movement? [ ] 1. yes [ ] 2. no
70 a) by students? [ ] 1. yes [ ] 2. no
71 b) by staff? [ ] 1. yes [ ] 2. no

How would you rate men's attitudes on your campus regarding the women's movement? (You may check more than one.)
72 a) students [ ] 1. favorable [ ] 2. unfavorable [ ] 3. informed [ ] 4. uninformed [ ] 5. interested [ ] 6. uninterested [ ] 7. serious [ ] 8. flippant
73 b) staff and faculty colleagues [ ] 1. favorable [ ] 2. unfavorable [ ] 3. informed [ ] 4. uninformed [ ] 5. interested [ ] 6. uninterested [ ] 7. serious [ ] 8. flippant

How would you rate women's attitudes on your campus regarding the women's movement? (You may check more than one.)
74 a) students [ ] 1. favorable [ ] 2. unfavorable [ ] 3. informed [ ] 4. uninformed [ ] 5. interested [ ] 6. uninterested [ ] 7. serious [ ] 8. flippant
75 b) staff and faculty colleagues [ ] 1. favorable [ ] 2. unfavorable [ ] 3. informed [ ] 4. uninformed [ ] 5. interested [ ] 6. uninterested [ ] 7. serious [ ] 8. flippant

76 Have you ever participated in a staff program focused on women for your department? [ ] 1. yes [ ] 2. no
77 a) was the feedback [ ] 1. favorable [ ] 2. unfavorable [ ] 3. not applicable

How do you view your commitment in the profession? ____

78 How do you feel most academic personnel regard you professionally? [ ] 1. a manager [ ] 2. a maintenance person [ ] 3. an educator [ ] 4. a secretary/clerk [ ] 5. other, specify ____

PLEASE RETURN BY JANUARY 15, 1973.

RESOURCES ON WOMENS PROGRAMS

(from Commission on the Status of Women Questionnaire)

I. Womens Organizations

Womens Equity Action League
610 Glenn Road
State College, Pa. 16801

The Resource Center on Women, National Board
Young Womens Christian Association
600 Lexington Avenue
New York, New York 10022

Baton Rouge Chapter of N.O.W.
Dr. Mary Metz
Louisiana State University
P.O. Box B.U.
Baton Rouge, La. 70803

Association of American Colleges
1818 R Street N.W.
Washington, D.C. 22009

National Organization of Women
1957 East 73rd Street
Chicago, Illinois 60649

National Association of Women Deans,
Administrators, and Counselors
1028 Connecticut Avenue N.W.
Suite 922
Washington, D.C. 20036

Womens Equity Action League
c/o Womens City Club of Cleveland
Bulkley Building
Cleveland, Ohio 44115

Womens Caucus Coordinator
The New University Conference
622 West Diversey (403A)
Chicago, Illinois 60614

Delta Kappa Gamma Society
c/o Loretta Ross, Asst. Director
of Student Union
Providence College
Providence, Rhode Island 02918

American Association of University
Women
c/o Ruth Oltman
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

National Womens Political Caucus
707 Warner Building
13th & E Street, N.W.
Washington, D.C.

League of Women Voters of the
United States
1026 17th Street, N.W.
Washington, D.C. 20036

II. Womens Resources & Referral Centers

Know, Inc.
P.O. Box 10197
Pittsburgh, Pa. 15232

Status on Women in Higher Education
(a bibliography)
by Ms. Linda A Harmox 1972
I.S.U. Library
Iowa State University
Ames, Iowa 50010

Womens Resource Center
Foothill College
12345 El Monte Road
Los Altos Hills, Cal. 94022

Womens Training and Resource Corp.
Congress Building, Suite 512
142 High Street
Portland, Maine

BEST COPY AVAILABLE

Woman's Bureau
Mississippi State University
P.O. Box 5368
State College, Mississippi 39762

Womens Caucus
c/o Grace Ann Hovet
University of Northern Iowa
Cedar Falls, Iowa 50613

Womens History Research Center, Inc.
2325 Oak Street
Berkeley, California 94708

ERIC Information Retrieval Center
Columbia University
New York, New York 10027

ERIC Document Reproduction Service
P.O. Box Drawer O
Bethesda, Maryland 20014

Womens Studies
c/o Meredith Clay
Western Washington State College
Bellingham, Washington 98225

Continuing Education for Women
George Washington University
800 21st Street, N.W.
Washington, D.C. 20006

Womens Center-YWCA
University of Hawaii
Honolulu, Hawaii 96822

Womens Center
University of Dayton
Dayton, Ohio 45469

Womens Resource Council
c/o Francis deRoos
Mt. Hood Community College
26000 S.E. Stark
Gresham, Oregon 97030

Project on Status & Ed cation of
Women
Association of American Colleges
1818 R Street, N.W.
Washington, D.C. 22009

Womens Resource Center
Union Building
University of Utah
Salt Lake City, Utah 84112

Hyas de Cuau hetemos
Calif. State University at
Long Beach
6101 E. Seventh Street
Long Beach, California 90801

Womens Commission
VU 224
Western Washington State College
Bellingham, Washington 98225

Group Resources for Opportunities
for Women (G.R.O.W.)
Western Washington State College
Placement Center
Bellingham, Washington 98225

Commission on the Status of Women
University of New Hampshire
Durham, New Hampshire 03824

Womens Caucus H.F.C.T.
University of Hawaii
Honolulu, Hawaii 96822

Womens Commission
University of Miami
Coral Gables, Florida

III. Magazines/Newspapers/Periodicals

San Francisco Newsreel
630 Natoma Street
San Francisco, California 94103
(415) 621-6196

The Spokeswoman Magazine
5464 South Shore Drive
Chicago, Illinois 60615

Ms. Magazine Corporation
370 Lexington Avenue
New York, New York 10017

The Village Voice
Doubleday and Co., Inc.
Garden City, New York

The Feminist Art Journal
41 Montgomery Place
Brooklyn, New York 11215

IV. Films/Speakers Bureaus/Arts/Entertainment

National Feminist Speakers Bureau
Feminist Talent Associates Collective
250 West 57th Street
New York, New York 10019

Speakers Commission
State University College
Potsdam, New York 13676

Womens Film Co-op
200 Main Street
Northampton, Massachusetts 01060

Media Plus, Inc.
60 Riverside Drive
New York, New York

Author Lecture Service
Doubleday and Co., Inc.
277 Park Avenue
New York, New York 10017

Womens Films - New Line Cinema
121 University Place
New York, New York 10003

Janice Mendenhall (list of womens
movement films)
Federal Womens Program Coordinator
General Services Administration
Office of Civil Rights
Washington, D.C. 20405

New Day Films
P.O. Box 315
Franklin Lakes, New Jersey 07417
(201) 891-8240

V. Planned Parenthood/Sexuality/Abortion Information

Planned Parenthood Federation of America
810 7th Avenue
New York, New York 10019

Womens National Abortion Action Coalition
150 Fifth Avenue, Suite 843
New York, New York 10011
(212) 741-0450 or 741-0556

Lesbian Women
330 Ellis Street
San Francisco, California 94102

Daughters of Bilitis, Inc.
1005 Market Street
San Francisco, California 94103

IV. Government Bureaus

Division of Womens Affairs
Minnesota Department of Human Rights
Rm. 60 State Office Building
Saint Paul, Minnesota 55101

Womens Bureau
Wage and Labor Standards Administration
U.S. Department of Labor
Washington, D.C. 20210

VII. Individual References/Resource Persons

Dr. Arnita Jones, Chairperson
Task Force on Women
Indiana University Southeast
Warder Park
Jeffersonville, Indiana

Carolyn R. Halstrick
Administrative Assistant to Union Director
La Salle College
20th Street and Olney Avenue
Philadelphia, Pennsylvania 19141

Robert A. Peterson, Director of Development
Gustavus Adolphus College
St. Peter, Minnesota

Ms. Ann Eppert, Associate Dean of
Student Life
Ms. Shelley Sutherland, Assistant
Dean of Student Activities
Indiana State University
Terre Haute, Indiana 47809

Mavis L. Holmes
University of Northern Iowa
Cedar Falls, Iowa 50613

APPENDIX B.

BEST COPY AVAILABLE

ACU-I COMMISSION ON STATUS OF WOMEN

SUPPLEMENTAL QUESTIONNAIRE

Dear Colleague,

In response to the Status of Women Questionnaire in February 1973, you indicated that your staff included no female professional staff.

The Commission finds that further information is needed about Unions without professional female staff, and as a result have developed a very short supplement to their earlier questionnaire. The information gained from the supplement will be included in the Commission's report on the Status of Women, and will help further refine and enhance the original study.

We would very much appreciate your help in obtaining this needed additional information. Please fill out the following brief questionnaire and return it to:

Ms. Adell McMillan, Associate Director
Erb Memorial Union
University of Oregon
Eugene, Oregon 97403

PLEASE COMPLETE AND RETURN BY JANUARY 10, 1974

NAME ______________________ TITLE ______________

INSTITUTION ______________________________

ADDRESS ______________________________

1-4 Questionnaire Code

5 What is your department? ☐ 1. student activities ☐ 2. student services ☐ 3. auxiliary enterprises ☐ 4. union or center ☐ 5. other

6 What is the enrollment of your institution? ☐ 1. 1,000-4,999 ☐ 2. 5,000-9,999 ☐ 3. 10,000-14,999 ☐ 4. 15,000-19,999 ☐ 5. over 20,000

Check the following items as they apply to your institution:

7 ☐ 1. 2 year ☐ 2. 4 year ☐ 3. other
8 ☐ 1. public ☐ 2. private
9 ☐ 1. all male ☐ 2. all female ☐ 3. coved

10 What is the total number of professional full-time staff in your department?
Total ____________

11 Since February 1973, have you hired one or more professional staff?
☐ 1. yes ☐ 2. no

12 If yes, how many? _______

13 If yes, how many were women? _______

If no, do you have vacancies for which you will be conducting a search this year?
14 ☐ 1. yes ☐ 2. no
15 If so, how many? _______

16 Have there been women on your professional staff, previously?
☐ 1. yes ☐ 2. no

17 Does your institution have an Affirmative Action plan?
☐ 1. yes ☐ 2. no

18 Does your department have established Affirmative Action goals, involving the hiring of women?
☐ 1. yes ☐ 2. no

PLEASE COMPLETE AND RETURN BY JANUARY 10, 1974

Thank you!

SUPPLEMENTAL STUDY OF UNIONS WITH NO FEMALE STAFF

In the Winter of 1973, 140 unions, responding to the Questionnaire or the Status of Women, indicated that they currently employed no female staff.

In order to better describe the status of women in the union field, supplementary questionnaires were sent to those 140 unions. One hundred two questionnaires were returned for a 72.9% response.

The majority of those responding represented student activities (26.5%) or unions/centers (45.1%) as indicated in Table 1. The respondents were primarily from schools of 1,000 to 4,999 enrollments (56.9%), see Table 2.

Table 1.

RESPONDENT'S DEPARTMENT

	N	Percent
Student Activities	27	26.5%
Student Services	6	5.9
Auxiliary Enterprises	3	2.9
Union or Center	46	45.1
Other	3	2.9
Combination	17	16.7
Totals	102	100.0%

Table 2.

ENROLLMENT

	N	Percent
Less than 1,000	4	3.9%
1,000-4,999	58	56.9
5,000-9,999	21	20.6
10,000-14,999	7	6.9
15,000-19,999	8	7.8
Over 20,000	4	3.9
Totals	102	100.0%

Seventy-six point five percent of the 102 respondents were from 4 year colleges, 66.7 percent of their institutions were public, and 98.0 percent were co-ed, see Table 3.

Table 3.

TYPE OF INSTITUTION

	N	Percent
2 Year	22	21.6%
4 Year	78	76.5
Other	2	1.9
Totals	102	100.0%
Public	68	66.7
Private	34	33.3
Totals	102	100.0%
Male	1	1.0
Female	1	1.0
Co-ed	100	98.0
Totals	102	100.0%

The respondents indicate that the total number of their professional staff ranges from 0 to 13, with a mean of 2.8 per institution, as indicated in Table 4.

Table 4.

NUMBER OF PROFESSIONAL STAFF

# of Staff	N	Percent
0	1	1.0%
1	40	40.8
2	16	16.3
3	15	15.3
4	9	9.2
5	10	10.2
6	1	1.0
7	1	1.0
8	1	1.0
9	1	1.0
11	1	1.0
12	1	1.0
13	1	1.0
Totals	98	100.0%

Table 5.

ENROLLMENT COMPARED TO NUMBER OF FULL-TIME PROFESSIONAL STAFF

	Enrollment					
#Full-Time Staff	Less Than 1,000	1,000-4,999	5,000-9,999	10,000-14,999	15,000-19,000	Over 20,000
1	50.0%	62.5%	13.6%	14.3%	0.0%	0.0%
2	25.0	17.9	9.1	0.0	33.3	25.0
3	0.0	12.5	36.4	14.3	33.3	0.0
4	25.0	0.0	13.6	28.6	33.3	25.0
5	0.0	3.8	13.6	14.3	0.0	37.5
6	0.0	1.8	0.0	0.0	0.0	12.5
7	0.0	0.0	4.6	0.0	0.0	0.0
8	0.0	0.0	0.0	14.3	0.0	0.0
9	0.0	1.8	0.0	0.0	0.0	0.0
11	0.0	0.0	4.6	0.0	0.0	0.0
12	0.0	0.0	0.0	14.3	0.0	0.0
13	0.0	0.0	4.6	0.0	0.0	0.0
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	N=4	N=56	N=22	N=7	N=3	N=8

Of the 100 responding, 29.0 percent indicate they have hired professional staff since February 1973. The number hired ranged from 1 through 9, with a mean of 1.6. Of those hired, 56.5 percent were women. The number of women hired ranged from 1 through 4, with a mean of 1.5 Forty-one point four percent of those hiring new professional staff since February 1973, hired no women.

Table 6.

NUMBER OF STAFF HIRED SINCE FEB. 1973

#Staff Hired	N	Percent
1	21	72.4%
2	3	10.3
3	1	3.5
4	0	0.0
5	2	6.9
6	1	3.5
9	1	3.5
Totals	29	100.0%

Table 7.

NUMBER OF WOMEN HIRED SINCE FEB. 1973

#Women Hired	N	Percent
0	12	41.4%
1	12	41.4
2	2	6.9
3	2	6.9
4	1	3.5
Totals	29	100.0%

Of those institutions who have not recently hired new staff, 11.9 percent will have openings in the coming year. The number of future openings range from 1 to 3 per institution, with a total of 13 openings at 10 institutions.

Of 99 respondents, 41.4 percent indicate they have previously employed female professional staff.

Respondents indicate that 78.3 percent of their institutions have Affirmative Action Plans, and 59.3 percent indicate that their departments have established Affirmative Action goals involving the hiring of women.

Table 8.

EXISTENCE OF INSTITUTIONAL & DEPARTMENTAL AFFIRMATIVE ACTION PLANS BY TYPE OF INSTITUTION

	Type		
	Public	Private	
Institutional			
AA Plan	73.0%	27.0%	N=74
No Plan	45.0	55.0	N=20
Departmental Goals			
AA Plan	79.3	20.7	N=53
No Plan	50.0	50.0	N=38

Table 9.

COMPARISON OF NUMBER OF WOMEN HIRED WITH EXISTENCE OF INSTITUTIONAL AFFIRMATIVE ACTION PLAN

	AA Plan		
#Women Hired	Yes	No	N
0	69.2%	30.8%	N=13
1	90.0	10.0	N=10
2	50.0	50.0	N=2
3	50.0	50.0	N=2
4	100.0	0.0	N=1

In conclusion, it is encouraging that a majority of the recent open positions at institutions with no women professional staff have been filled by women.

The high percentage of institutions with Affirmative Action Plans, and departments with goals involving the hiring of women, are an indication that this trend may continue.

Appendix F

Association of College Unions - International
Education Commission Report
March 1974

The Education Commission was established in the fall of 1972 consisting of the following members:

Judy Babcock
University of Arizona

Frank Bartow
University of Wisconsin - Milwaukee

Ernest M. Christensen
S.U.N.Y. at Stony Brook

Craig Millar
Pennsylvania State University

Don Phillips
Louisiana State University

Jane Gentry Smith
North Texas State University

Eugene Stevenson
University of California-Davis

John Wong
Rutgers University

George F. Stevens, Chrmn.
Oregon State University

The Commission was given the following charge:

"The Commission shall focus its attention on the Association's responsibility for providing a full and comprehensive program of training, development, and continuing education for persons who are involved with college unions. The Commission shall make recommendations to the Executive Committee regarding the purpose, nature, content, timing, frequency, and evaluation of the Association's educational program. The Commission shall be concerned with various program approaches, with its financing, with its integration with other programs outside the Association, and with its organizational structure in relation to the total structure of the Association.

Specific Objectives

1. The Commission shall make recommendations relating to the training and development of all persons who hold positions viewed as common to the college union.

2. The Commission shall make recommendations for educational programs for persons who serve on all levels, including those who are viewed as professionals, non-professionals, para-professionals, and volunteers.

3. The Commission shall make recommendations for programs which would be valuable for persons with varying degrees of longevity and experience in the college union field.

4. The Commission shall make recommendations relating to the various approaches which the educational program might utilize.

5. The Commission shall make recommendations regarding the possible timing and frequency of certain educational programs. In this regard, the Commission shall recommend a priority calendar which would commit the Association to approach various programs in proper order.

6. The Commission shall make recommendations concerning the relationship and the responsibility of the Association for educational programs offered by ACU-I members and/or with Association sanction and support.

7. The Commission shall make recommendations regarding ways the educational program might be financed and how it might be structured for maximum effectiveness.

8. The Commission shall make recommendations regarding the development and use of resources - both human and material - which would be necessary for a comprehensive, effective educational program for the Association."

Work began immediately on the determination of means by which information might be gathered from the Association membership to give direction to the Commission in carrying out its responsibilities.

Together with the Self Study Commission the survey instrument and the personal interview format were developed. The personal interviews were conducted during the San Francisco Conference.

The Commission met prior to the Conference, first by itself and then with the Self Study Commission and took part in an Open Forum discussion during the conference to provide the membership with an opportunity for additional input.

The Commission report which was submitted and accepted at the Business Meeting of the 1973 San Francisco Conference included the following statement of plans and objectives:

> "To gather information from the membership through an intensive program involving personal interviews and group meetings during the Annual Conference in San Francisco and through the use of a survey sample of the total membership in conjunction with the Self-Study Commission. To assimilate the information obtained and make recommendations to the Executive Committee for future directions for educational programs."

As a result of the pre-conference session, conference involvement, personal interviews, the survey instrument and analysis of the findings, Commission correspondence and a meeting of the two Commission chairmen with the Executive Committee and Officers at the time of the 1973 Student/Staff Assembly the following observations can be made:

I. The membership places a high value and priority on the area of professional/educational development. This goal of the Association received top rating in individual responses and in institutional responses to the survey instrument as well as being the most frequently expressed need in the personal interviews at the conference.

II. The goal receiving the second highest institutional rating was "Advancement of the Educational Interest of Institutions" while the corresponding individual response was "The Planning and Development of Unions." These responses add some degree of integrity to the individual versus the institutional responses.

III. The fourth rated goal was clearly Research due to the flip-flop of responses stated above. Caution should be expressed at this point lest the impression be given that Research is unimportant. All four goals received considerable support and endorsement by the membership. The lowest response was 59% (institutional) and 69% (individual) for Research. The highest response for Professional Development was 89.9% (individual) and 80.9% (institutional). The other goals ranked in between. More analysis is needed if such conclusions are to be drawn.

IV. Other responses indicate the following:

(a) College union staff members are relatively young with a mean age of 33.56 years. 65.8 percent of the respondents are under 35 years of age.

(b) The educational level of respondents is relatively high. Only 2.0 percent do not have Bachelor's degrees. The survey indicated 35.9 percent have Bachelor's degrees, 56.2 percent have Master's degrees and 5.9 percent have Ph.D's.

(c) Respondents have spent relatively small amounts of time on any particular union staff. 78.4 percent have been in their present position five years or less. 49.7 percent have been in union work only five years or less.

(d) The typical institution whose union is a member of ACU-I can be characterized as being small, under 8,000 students, commuter, public, offering both a four year program and a graduate school, and has an equal chance of being urban, suburban or rural.

(e) Approximately 25 percent of the A.C.U.-I. institutional membership is comprised of two year schools.

(f) Participation in annual conferences is viewed by members as a highly profitable professional development experience. Program sessions, meals together, exhibits and regional sessions were rated as especially valuable.

(g) Regional conferences are viewed as having a high value for students (83%) while being viewed as having value for staff also (65%).

(h) Regional affairs are viewed as providing opportunities for involvement in the Association. 39 percent of the responding institutions have provided regional leadership, such positions being occupied largely by directors with over ten years experience.

(i) The following publications have especilly high value for members: Bulletin, Wire, Annual Proceedings, membership directory and Standards For Professional Staff. Publications which are current and published regularly tend to have the greatest readership.

V. Major themes emerging from the study indicate the importance of:

(a) Professional exchange - identity
(b) Conferences
(c) Publications and Resource materials
(d) Educational Training Programs
(e) Opportunities for involvement/in-put coordination

VI. The membership ranks the top priority areas for educational programs as:

(a) College Union Management
(b) Program Advisement
(c) Building Operations/Management
(d) Student Activities Administration
(e) Business Management

The Education Commission recognizes that the Association has conducted educational programs of high quality and frequency through the years. When compared with other associations of similar size and nature, the efforts and results of this Association take second to none. However, given the information resulting from the survey, knowing the character of our institutions and of our members and receiving what could be construed as a mandate from the membership that the Association place a greater emphasis on the aspect of educational programming, the Education Commission recommended the following in its interim report to the Executive Committee at its 1973 November meeting:

"That the Executive Committee

1) Establish a position of Coordinator of Educational Programs at the earliest moment.

2) In concert with the Coordinator, name a special committee for Educational Programs to be chaired by the coordinator and charged with the responsibility of coordinating existing programs; and developing, planning and implementing new (and repeating previously successful) programs to meet the needs expressed by the membership, with particular attention to the priorities listed.

3) Charge the committee with the responsibility of developing a plan for changing the volunteer Coordinator's position into a full time staff position located in the Central Office responsible to the Executive Secretary and propose methods whereby such a position may be financed. Possible suggestions are (a) membership dues increase; (b) surcharge on seminars; (c) sale of seminar publications and (d) grants and foundation assistance.

4) When appropriate, expand the role of the committee to assume the responsibilities of the present Professional Development Committee, thereby eliminating that committee as one of the standing committees of the Association."

The Executive Committee acted to endorse the concept included in the interim report of the Education Commission (i.e. the eventual appointment of a full-time professional Coordinator of Educational Programs to work in conjunction with a committee focus on the Association's total educational program) and requested the commission to move towards the preparation of a comprehensive report which provides details of the concept encompassing rationale, suggested structure, composition, parameters and finances.

A. Rationale

(1) The Constitution of the Association of College Unions states its purpose under Article II as follows:

"This Association is organized and shall be operated not for profit; and for exclusively educational purposes. In furtherance of these purposes and for no other:"

(2) The Self-Study and personal interview survey have revealed that the membership gives top priority to item "C" of Article II, Purpose:

"Prepare and present materials and programs designed to assist in the educational and professional self-development of individual members."

(3) Therefore, the Association should strive to provide a well conceived, integrated and coordinated program of educational offerings to meet the needs of all persons who hold positions common to the college union, with particular emphasis placed upon an ability to deal with areas of current concern with immediacy.

B. Suggested Structure, Composition and Parameters

(1) Establish a staff position of Coordinator of Educational Programs in the Central Office responsible to the Executive Secretary and through him to the Executive Committee.

The responsibilities of the Coordinator of Educational Programs shall include:

(a) To organize, implement and coordinate a broad program of educational program offerings to meet the needs of the Association membership.

(b) To coordinate Regional Affairs, Committee Affairs and Conference Planning and their respective organizational structures toward accomplishing the Association's educational objectives.

(c) To work for the development of inter-regional centers which will function as semi-permanent educational conference centers for inter-regional programs.

(d) To develop educational "Core Consultation Teams" for special areas of career interest or expertise such as outdoor programming, crafts, recreation areas and others.

(e) To assume responsibility for establishing a data bank of information for research and educational programming purposes.

(f) To develop an evaluation program which would include:

1. Reporting the educational program needs and concerns of the membership to the Executive Committee for program consideration.

2. Follow-up evaluations of educational offerings.

(g) To ensure the fiscal soundness of budgets related to Association sponsored or endorsed educational programs.

(h) To investigate and pursue means by which additional funding for educational programs may be obtained through grants and foundation assistance.

(2) Establish an on-going Education Commission comprised of:

At-Large Commissioners
Three Commissioners appointed by the Executive Committee to serve overlapping three year terms. (First appointments may be one year, two years and three years, respectively.)

Ex Officio Commissioners
Vice President for Committee Affairs
Vice President for Conference Program
Vice President for Regional Affairs
Immediate Past President (to chair the Commission)

Ex Officio, Non-voting
Executive Secretary
Coordinator of Educational Programs (to serve as secretary)

The affect of this representation on the Commission brings together those who are involved in responsibilities for existing educational programs and who are most likely to be involved in the coordinative efforts related to new programs. The At-Large Commissioners should be selected on the basis of their ability and interest in the Association's educational thrust.

The rationale for identifying this structure as a "commission" is to set it apart from standing committees and ad hoc committees to emphasize the high priority placed upon educational programming by the membership.

The Commission will be responsible to the Executive Committee and will be charged with responsibility for the development and coordination of the total educational program of the Association, including student and staff development, national and regional programs, conferences, seminars, publications, research programs of the Association and jointly sponsored educational programs with other associations, institutions and agencies.

The Education Commission will receive the services of the Executive Secretary, Coordinator of Educational Programs and the Central Office and staff in the same manner the Executive Commmittee is assisted by the Central Office at the present time. The Coordinator of Educational Programs will be the administrative arm of the Commission, providing input through program recommendations and evaluations and implementing the outcomes of Commission deliberations and Executive Committee authorization. The Coordinator shall have staff line responsibility to the Executive Secretary and shall be a member of the Central Office staff.

A "spin-off" benefit resulting from the proposed Commission constituency would be the possibility of scheduling concurrent "on-site" meetings of the Commission and the Executive Committee, thereby minimizing additional travel costs to the three Commissioners At-Large and the Coordinator. In instances of pre- or post-conference meetings travel cost would not be an item.

C. Finances

The Commission feels that educational programs presented by the Association should be self supporting and should contribute to the overhead costs of the Central Office. However, the resources required for overhead costs for the additional staff and office requirements far exceed the limits of a reasonable program surcharge. Therefore these costs should be spread in much the same fashion as they are now for the Central Office operation.

The following estimated budget gives some insight into the overhead costs necessary to support the addition of a staff position to coordinate educational programs:

Coordinator	$15,000
Payroll Assessment (25%)	3,750
Clerical Wages	3,500
Travel	1,000
Office Services - space, telephone, postage supplies, etc.	3,500
	$26,750

One could argue specific items but it is unlikely that the range would change significantly.

The Salary for the Coordinator is based upon the recent staff salary survey published in the March 1974 issue of the Bulletin. It equates to the median and average salary of a Director of a Union on a campus with an enrollment range of 5,000 - 9,999 students.

Payroll assessments and back up office services and wages are the "best guess" of the Executive Secretary and the Commission Chairman.

The travel item reflects necessary travel not related to a specific educational program.

Currently there are more than 900 institutional members in A.C.U.-I. An across the board dues increase of approximately $30 would be required if the total sum of $26,750 overhead costs were to be borne by an increase in dues.

The Commission however, does not feel that institutional dues should be expected to offset the total cost, although it recognizes that a significant increase will be necessary.

Other suggested sources of revenue are:

1. A surcharge for participants in educational programs.

   The annual conference alone could generate $4,000 or $8,000 per year if a $5 or $10 surcharge were added to the registration fee, assuming an average attendance of 800 delegates.

Regional Conferences, with a reported attendance last year of 3,458 students and 1,001 staff, could generate $4,400 or $8,800 with a surcharge of $1 or $2 added to the registration fee.

Short courses and seminars would be expected to include a surcharge for the educational program overhead costs.

2. A mark-up on the selling price of A.C.U.-I. publications.

   Most would agree that the Association has not kept pace with the increasing price of other publications. An across the board percentage increase or a unit increase per publication should be earmarked to offset overhead costs for the educational program.

3. Grants.

   The Commission does not feel that grants have the potential of funding overhead costs on a continuing basis, although all proposals for grants or foundation support for educational programs should include a request for the overhead costs of specific educational programs.

Assuming the highest surcharge for income from the conferences and a 20% increase in the price of publications based upon this year's budgeted publications income of $8,100, these other sources could contribute $18,420 to the overhead costs of the educational program:

Annual Conference	800 @ $10.00	$8,000
Regional Conference	4,400 @ 2.00	8,800
Publications	20%/$8,100.00	1,620
		$18,420

The remaining $8,330 overhead cost could be generated through a less than $10 per institutional member across the board dues increase.

These figures do not include potential revenue from short courses, seminars, core consultation, training programs, or publications resulting from them, since the number of participants varies with the frequency and enrollment capacity of such offerings. However, these should not be overlooked as additional sources of contribution to the educational program overhead costs.

D. Suggested Phases and Timing for Implementation

It is recommended that:

1. The proposed Education Commission be established as soon as possible on an "ad hoc" basis similar to the existing Commission.

2. A volunteer Coordinator for Educational Programs be appointed at the same time.

3. The Professional Development Committee be dropped from the list of standing committees and the responsibilities of that committee be assumed by the Education Commission when appropriate action has been taken.

These steps will provide lead time for the Commission to work with the Executive Committee in developing the appropriate by-law changes necessary to establish the Commission as an on-going Commission of the Association, and to establish the Coordinator position in the Central Office.

Concurrently, the Education Commission should refine the position description for the Educational Program Coordinator and develop a specific proposal for financing the overhead costs associated with this staff position based upon the concepts stated in this report.

The resulting proposal for by law changes should be circulated to the membership prior to the 1975 Annual Conference, discussed during the business meeting of the conference and voted upon by the membership following the conference.

The Education Commission should begin the process of planning a total program of educational offerings by coordinating Committee Affairs, Regional Affairs and Conference Planning and developing a master plan for educational programs to meet the needs identified in the self-study. (Examples accompany this report.)

E. Recommendations:

1. That the Executive Committee consider the pros and cons of assigning At-Large Commissioners with specific emphasis areas of concern. For example, Commissioner for Professional Development; Commissioner for Research; Commissioner for Management Programs.
2. That a part of this consideration include means by which these Commissioners might work with committees in these emphasis areas, if needed.

ACU-I INTER-REGIONAL EDUCATION PROGRAMS

The ACU-I Education Program would organize one workshop to be presented in each Inter-Regional area each year. The 'Brain trust' or core education team would thus have the responsibility for presenting one program each year in a different area, in years in which the subject specialization is not dealt with at the National workshop.

	STUDENT PERSONNEL ADMINISTRATION AND STUDENT DEVELOPMENT			PROGRAM ADVISEMENT AND ACTIVITIES			MANAGEMENT OF UNION OPERATIONAL AREAS		
Year	Union Admin.	Stud. Act. & Student Developmt. Admin.	Personal & Prof. Developmt.	Recreation - Games & Outdoors	Exhibits & Crafts	Concerts & Lectures	Conference Management & Reservations	Mainten-ance, Custod.&Operatns. Mgt.	Business Management
1		I-R Wkshp. Area 1-2-4	I-R Wkshp. Area 10-11		I-R Wkshp. Area 5-6-3	I-R Wkshp. Area 12-13		I-R Wkshp. Area 7-8-9	I-R Wkshp. Area 14-15
2	I-R Wkshp. Area 12-13		I-R Wkshp. Area 5-3-6	I-R Wkshp. Area 14-15		I-R Wkshp. Area 7-8-9	I-R Wkshp. Area 1-2-4		I-R Wkshp. Area 10-11
3	I-R Wkshp. Area 7-8-9	I-R Wkshp. Area 14-15		I-R Wkshp. Area 10-11	I-R Wkshp. Area 1-2-4		I-R Wkshp. Area 12-13	I-R Wkshp. Area 5-6-3	
4		I-R Wkshp. Area 10-11	I-R Wkshp. Area 1-2-4		I-R Wkshp. Area 12-13	I-R Wkshp. Area 5-6-3		I-R Wkshp. Area 14-15	I-R Wkshp. Area 7-8-9
5	I-R Wkshp. Area 5-6-3		I-R Wkshp. Area 12-13	I-R Wkshp. Area 7-8-9		I-R Wkshp. Area 14-15	I-R Wkshp. Area 10-11		I-R Wkshp. Area 1-2-4
6	I-R Wkshp. Area 14-15	I-R Wkshp. Area 7-8-9		I-R Wkshp. Area 1-2-4	I-R Wkshp. Area 10-11		I-R Wkshp. Area 5-6-3	I-R Wkshp. Area 12-13	

ACU-I INTERNATIONAL EDUCATION PROGRAMS

The ACU-I Education Program would support three International Workshops each year, each featuring a general program on theory and practice and one specialization track.

		STUDENT PERSONNEL ADMINISTRATION AND STUDENT DEVELOPMENT			PROGRAM ADVISEMENT AND ACTIVITIES			MANAGEMENT OF UNION OPERATIONAL AREAS		
Year	Track	Union Admin.	Stud. Act. & Student Devel. Adm.	Personal & Profess'l Development	Recreation - Games & Outdoors	Exhibits & Crafts	Concerts & Lectures	Conference Mgt. & Reservatns	Maintenance Custodial& Opertns.Mgt	Business Mgt.
1		X			X			X		
2			X			X			X	
3				X			X			X
4		X			X			X		
5			X			X			X	
6				X			X			X

Appendix G

March 24, 1974

MEMORANDUM

TO: Executive Committee and Membership of the Association of College Unions - International

FROM: Self-Study Commission

SUBJECT: A FIRST REPORT OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The Self-Study Commission was appointed in September, 1972. Its first report, given to the membership at the San Francisco Conference in March, 1973 (7 months after appointment) was essentially to report the objectives and plans of the Commission, which included the questionnaire survey of the membership and the in-depth individual interviews to be conducted at the Conference. An Open Forum session was also held at the '73 Conference to solicit member concerns and recommendations. The pre-conference Commission meetings afforded the first face-to-face meeting opportunity, to clarify goals, work through specifics of the questionnaire study and the techniques to be used in conducting interviews during the Conference.

This report, then, is a first report of what we have learned from recent data/opinion gathering, conclusions reached (many are tentative) and recommendations which the Commission is ready to advance (many only pin-pointing areas for more study by ourselves or others). We see this report as allowing more specific reactions from the membership to assist us in further refinement or reassessment of some conclusions and recommendations.

The major study of our member institutions and individual members was conducted by the Survey Research Center, Brigham Young University, under the direction of Dr. Robert J. Parsons. A limited number of items which rendered unclear responses were resurveyed, these results will be available to the Commission by the time of the 1974 Toronto Conference. Working from the information items developed by the Self-Study Commission and the Commission to Study the Educational Programs of the Association, the Survey Research Center produced a very professional report which has been carefully analyzed. John Ketter, Chairman of the Association's Research Committee and a member of the Commission, has seen this project through the drafting stage and subsequent analyses.

Richard Judd and Jane Gentry Smith guided the individual interview outline preparation, gave training in interview techniques and synthesized the results of 137 interviews conducted at the 1973 Conference. Ms. Smith is a member of the Educational Programs Commission. Both Commissions collaborated in the data/opinion research efforts.

In addition to these two major projects of the Commissions, other current studies were reviewed and analyzed for relevance to Commission efforts. Among them: Administration and Operation of the College Union, Jenkins-McQueen (1972); The Director of Today's College Union, Phillips (1972); Doctoral Dissertation on the College Union Director, Lyons (1963); Surveys of Professional Members (1967-68 & 1971-72); Governance of the College Union, Durrett-Robinson; three two-year college studies (Reinhard, 1965; Horton, 1970; Wood, 1973); "A Study of Critical Roles of Full Time Program Advisers Employed by College Unions in the U.S.", Swenson (1972).

The Self-Study efforts of other professional associations have been reviewed for possible contributions: National Association of Student Personnel Administrators (NASPA); National Association for Foreign Student Affairs (NAFSA); American College Personnel Association (ACPA); American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Opinion statements offered by past officers and new ones solicited by the Commission are being studied to formulate possible changes or to affirm existing structures, terms of offices, duties, etc. This will continue into the next year.

All-in-all, much data and many opinions have been solicited. Much confirms the essential good health and good work of the Association. Our membership is not highly critical of what the Association offers, but they do want an expansion of services.

What follows highlights what we have found out, what conclusions we feel prepared to draw and what recommendations seem to flow from our studies. Many of the latter are directions to ourselves for more focused study/discussion prior to advancing action recommendations for the Executive Committee and the membership.

Richard Blackburn, Chairman of the Self-Study Commission from September 1972 through March 1973, found it necessary to resign as chairman when he assumed new responsibilities as director of the Indiana Union, Indiana University. He has remained active on the Commission and a minimum of the Commission's thrust was lost in changing chairmen. Lyle Curtis accepted appointment as Associate Chairman to give special attention to continued data/opinion research. The Chairman had two opportunities to meet with the Executive Committee during the past year and he, John Ketter and Lyle Curtis met with George Stevens, Chairman of the Commission to Study Educational Programs, Shirley Bird Perry, Immediate Past President, and Chester Berry, Executive Secretary, for three days in November. This latter face-to-face, intensive series of discussions provided an especially good opportunity to clarify data and directions.

The Commission expects to review the reports of other Commissions and task-force reports recently completed or in process.

All members are invited and urged to share their views with the Commission through any one of the individual members.

Edwin O. Siggelkow, Chairman (University of Minnesota)
Lyle S. Curtis, Associate Chairman (Brigham Young University)
Richard D. Blackburn (Indiana University)
Richard Degus (Monroe Community College)
Cornelius Grant (Albany State College)
Gene Haffner (Southern Illinois University)
Richard Judd (Central Connecticut State College)
John Ketter (University of Northern Iowa)
Gretchen Laatsch (University of South Carolina)
Roger Rodzen (left the union field in Fall 1973)
C. Shaw Smith (Davidson College)

A FIRST REPORT OF FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS
OF THE SELF-STUDY COMMISSION
ASSOCIATION OF COLLEGE UNIONS-INTERNATIONAL

INTRODUCTION

OBJECTIVES AND PLANS

The Executive Committee established the objectives and plans for the Self-Study Commission prior to appointment. It projected seven phases:

Phase I	Assessment. (Who are we? What are our needs?)
Phase II	Analysis of Directions. (Where are we headed?)
Phase III	Review the Overall Organization and Structure of the Association. (Does our organizational structure facilitate meeting needs?)
Phase IV	Incorporate the Reports and Recommendations of Other Association Commissions, Special Study Groups, Regions, Standing Committees and the Membership-at-Large.
Phase V	Consideration of Recommendations and Proposals.
Phase VI	Decision Making
Phase VII	Implementation

What follows focuses principally on Phases I and II with some ranging into Phases III, IV and V. Phases VI and VII are clearly Executive Committee and membership areas, to which this report will make only modest contributions at this point. Hopefully, the pre-conference meeting of the Commission will bring more of Phases IV and V into view for decision-making and reporting before January of 1975.

About The Two Major Surveys

(1) Questionnaire Survey

The Survey Research Center administered questionnaire went to random samples of 300 institutional representatives and 300 individual members; 180 institutional responses and 155 individual responses were received.

Reliability and Precision

The 100 item questionnaire was identical for each sample group. The combined sample size of 335 affords a reliability of 95% and a precision of 5.277 percent. This means there is only one chance in twenty of drawing a sample that would significantly differ from the sample used in the study, and that the figures shown in the study are within plus or minus about 5.28 percent of the figures that would be obtained by assessing the population as a whole.

(Sidney McQueen, one of the authors of *Administration and Operation of the College Union*, checked tables which had comparability and found close agreement. Such differences as exist may well be explained by the three year spread between surveys.)

Statistical Analysis

The main statistical techniques in this study were the chi-square analysis of contingency tables and contingency coefficients to estimate the proportion of variance being accounted for in any given table. In addition other non-parametric techniques were used in isolated cases for specific appraisals.

(2) Individual Interviews

Members of the Self-Study Commission and Educational Programs Study Commission conducted approximately 10 individual interviews each in the course of the 1973 Conference. They were asked to select interviewees randomly from among conference delegates whom they did not know or know well. Seven open-ended questions provided the interview format.

A total of 137 individual staff members were interviewed. Responses were tallied independently by Richard Judd and Jane Gentry Smith. Mr. Judd's tally allows analysis by regions.

This form of study does not lend itself to statistical treatment beyond frequency totals and averages. Reference to interview data will be noted where it confirms or amplifies the questionnaire study results.

ABOUT OUR MEMBERSHIP

MEMBER INSTITUTIONS

1. The typical member institution is small, under 8,000 students, commuter oriented, public, offers both a four-year program and a graduate school and has an equal chance of being urban, suburban, or rural.

   Enrollment data for member institutions:

   up to 2,500: 46%; 2,501 - 5,000: 21%; 5,001 - 8,000: 12%; i.e., 67% are under 5,000 enrollment, 79% are under 8,000, 21% range beyond 8,000.

   Distribution between 2-year and 4-year+ institutions:

   71% are 4-year or more; 23% are 2-year institutions; 6% are professional/graduate or "other"

2. The "typical" union/center building is less than ten years old, has not been renovated nor are renovations anticipated. Typically, no satellite facilities exist nor are planned for the near future. The building has less than 100,000 square feet and the operating budget is under $1,000,000 annually.

3. Although the typical union/center is less than 10 years old, 45% are older than 10 years and have been remodeled or expanded within the last 10 years.

Building Size in Square Footage

Square Feet	Percentage	
up to 30,000	22.2%	66.1%
30,001 - 50,000	20.4	
50,001 - 100,000	23.5	
100,001 - 200,000	18.5	
200,001 and over	9.9	
unknown	5.6*	

*probably "unknown" primarily among non-institutional respondents

Annual Operating Budget**

Dollars Budgeted	Percentage	
up to $100,000	27.2%	70%
$100,001 - $500,000	31.1	
$500,001 - $1,000,000	11.7	
$1,000,001 - $1,500,000	0.6	
$1,500,001 - $2,000,000	7.2	
$2,000,001 - $2,500,000	0.6	
$2,500,001 - $3,000,000	0.6	
$3,000,001 - $3,500,000	1.1	
over $3,500,001	5.0	
unknown	15.0	

**The value of this table is limited; small unions with control of bookstore, food services, etc. may have large budgets in contrast to others with large buildings.

Character of Institutions

Public - 73.3%   Private-church related -16.7%   Private - 10%

Union/Center Building Age

less than 5 years - 37.6%
6-10 years - 26.6%
11-15 years - 8.7%
16-20 years - 13.3%
21-25 years - 4.6%
26-30 years - 1.2%
31-35 years - 2.9%
36 and over years - 5.2%

45% over 10 years old and have been remodeled

Additions/Renovations

none - 54.4%
within last 3 years - 20.1
within 4 - 7 years - 14.8
within 8 - 10 years - 10.7

INDIVIDUAL MEMBERS

1. Nearly half of individual respondents have been in college union/center work less than 5 years and 78.4% have been in their present position less than 5 years.

2. The average age of individual respondents is 33.56 years; 68% are under age 35.

3. The educational level of respondents is relatively high. Only 2% do not have Bachelors degrees, 35.9% have Bachelors degrees; 56.2% have Masters degrees, and 5.9% have Ph.D.'s.

Permanency in Union Staffs

Years	Time on Union Staff	Time in Present Position
0 - 5	49.7%	78.4%
6 - 10	24.2	13.7
11 - 15	15.7	4.6
16 - 20	6.5	1.3
21 - 25	3.3	1.3
26 - 30	0.7	0.7

4. From interviews we learned that the five major concerns facing college unions were: (1) financial, (2) student interest/involvement/development, (3) programming (diversity/quality and reaching minorities and others), (4) facilities (limitations, equipment, expansion), (5) staff (orientation, training/development, retention and evaluation).

5. "Typical" unions do not employ the majority of staff. The sample shows that 61% of the individuals are employed by colleges having 2,500 to 15,000 students.

Colleges with 15,000 - 22,000 students employ another 13%. About 44% of the sampled individuals came from central city schools and 74% were at schools with four-year and graduate programs. In other words, the "typical" staff member does not come from the "typical" institution.

Conclusions

C.1 The institutional membership of ACU-I is as varied as the institutions of higher education but the preponderance of member institutions are small to medium sized, public and commuter oriented.

C.2 Two-year institutions represent nearly one quarter of the institutional membership.

C.3 The majority of union/center buildings are under 100,000 square feet in size and over half operate on less than $500,000 annually.

C.4 Union staff members are commonly young and well educated; their relative newness to college union work is probably a function of the relative newness of many union/center buildings and additions, but it may also suggest a high turn-over made possible by post-graduate degrees and opportunities to advance after brief experience in unions.

Recommendations

R.1 More programs and publications should focus on management skills including personnel evaluation and fiscal operations in the face of the reported tightening of institutional and union/center finances.

R.2 With H.U.D. interest subsidy grants frozen, information programs focused on repair/renovation/remodeling rather than new buildings may be of the greatest interest and value in building planning and operation.

R.3 Special attention should be given to the financial management of building operations and programming in small unions.

ABOUT ACU-I'S GOALS

Both institutional and individual respondents were asked to assign a priority to four goals presented as follows:

1. ACU-I will attempt to provide a medium through which representatives of member institutions may cooperate in advancing the educational interests of the institutions they represent.

2. ACU-I will attempt to encourage and assist colleges and universities in the planning and development of union/center facilities.

3. ACU-I will attempt to prepare and present materials and programs designed to assist in the educational and professional self-development of individual staff members.

4. Encourage research designed to further develop the educational aims of the Association and its members.

Ranking of Priority of Goals

Goal	1 top priority	2	3	4	5 lowest priority
Professional Self-Development of Individuals	55.6%	34.3%	6.6%	2.6%	0.7%
Planning Union/Center Facilities	26.5	42.6	24.5	4.5	1.3
Educ. Interests of Institutions	32.9	36.8	17.4	11.6	1.3
Research	20.4	41.4	30.9	5.9	1.3

The table indicates that all four goals are given priority rankings of "one" or "two" by at least 60% of the respondents. Only the goal of advancing the educational interests of institutions received lower priorities of "four" or "five" by more than 10% of the respondents. The table also reveals that the ranking of goals is in the 1, 2, 3, 4 order presented.

The second and third ranked goals are very close together (planning union facilities and educational interests of institutions). The first and fourth ranked goals (professional self-development and research) are clearly separated from the other two.

An analysis of some of the characteristics of the respondents which might affect priority ranking showed that no differences occur between titles/positions of respondents, nor do years on the staff of a college union greatly affect priorities assigned to three of the goals. Professional self-development, however, increases in priority as the time spent with a college union increases. Academic degrees also failed to affect priority ratings of individuals, except that generally promoting the educational interests of the member institutions ranked higher as the amount of education increases.

The priority of professional self-development correlates with numbers of students attending the college/university. As the size of the institution (student enrollment) increases, the priority assigned to self-development also increases.

Individual interviews at the 1973 Conference also placed staff training and development as the major single objective to be pursued by ACU-I (57%). This was in response to a request "to identify the three most important objectives that ACU-I should pursue." Additionally, to the question, "what is the single most important thing about ACU-I from your personal view" respondents (nearly 80%) indicated "exchange of ideas" and "professional development."

"Education/development of students" was another highly ranked objective, as were "Establishing goals, purposes and ideals for unions" and "Being a resource of information and publications."

Efforts to determine respondent rankings of ACU-I success in goal attainment has recently been submitted to a retest by the Survey Research Center. Our first scale was ambiguous. The results of resurveying the original respondents will be received from the Survey Research Center in late March.

Conclusions

C.5 The number one ranked priority for Association goals is the preparation and presentation of materials and programs designed to assist in the educational and professional self-development of individual staff members.

C.5.1 Student development must be considered as part of this priority ranking.

C.6 Although there is a priority ranking to four ACU-I goals, none are judged to be of low importance; the membership wants attention to all.

Recommendations

R.4 The Self-Study Commission strongly endorses the proposal of the Commission to Study Association Educational Programs that a Coordinator for Educational Programs be appointed and that a new standing committee for Educational Programs be created; the former anticipates that the Coordinator position will shortly become a full-time staff position in the Central Office.

The Commission credits fully the aggressive work by the Association and its member institutions in this area, principally through the efforts of the Professional Development Committee. Consider the opportunities afforded individual staff since 1960:

1960 - Cornell University
  Human Relations Laboratory for College Union Personnel
1961 - Harvard University
  Case Study Seminar for College Union Administrators
1962 - Purdue University
  Pre-conference Management Institute
 University of Wisconsin, Madison
  Summer Course in College Union Operations

1964 - Indiana University
  Pre-conference Management Institute
1965 - Oklahoma State University
  College Union Management Institute
1967 - University of Minnesota, Twin Cities
  Summer Course in College Union Administration, Programs and Services
 University of Texas at Austin
  Professional Development Seminar for College Union Personnel
 Florida State University
  Short Course in College Union Administration and Programming
1968 - University of Minnesota, Twin Cities (with Two-Year College Committee)
  Summer Course in College Union Administration for Two-Year Colleges
 University of Texas at Austin
  Professional Development Seminar for College Union Personnel
 University of Iowa
  Workshop in College Union Programming
1969 - University of Houston
  Summer Institute in College Union Administration
 University of Iowa
  Workshop in College Union Programming
 University of Arizona
  College Union Management Seminar
 University of Texas at Austin
  Professional Development Seminar for College Union Personnel
1970 - Indiana University
  Professional Development Seminar
 University of Texas at Austin
  Professional Development Seminar for College Union Personnel
1971 - Indiana University
  Professional Development Seminar
 University of Texas at Austin
  Professional Development Seminar for College Union Personnel
1972 - Indiana University
  Professional Development Seminar
 University of Minnesota
  Course in College Unions for Two-Year Colleges
 Pre-Conference Seminars:
  Planning, Building and Remodeling the College Union
  Workshop on the Performing Arts

1972 - University of Texas at Austin (Region 12)
  Core Team Workshop on College Union
  Programming
1973 - Indiana University
  Professional Development Seminar
  University of Minnesota, Twin Cities
  Course in College Unions for Two-Year Colleges
  Pre-Conference Seminars:
  Planning, Building and Remodeling the College Union
  Core Team Workshop on College Union Programming
  University of New Hampshire (Region 1)
  Core Team Workshop
  Pennsylvania State University (Region 4)
  Core Team Workshop
  Memphis State University (Region 5)
  Core Team Workshop
  University of Wisconsin, Milwaukee (Region 8)
  Core Team Workshop
  Illinois State University (Region 9)
  Core Team Workshop
  Brigham Young University (Region 13)
  Core Team Workshop
  West Texas State University (Southwest Region)
  Core Team Workshop
  University of Hawaii
  Core Team Workshop

And all of the above leaves unmentioned the content of fifty years of annual conferences, twenty years of regional conferences and the many regionally produced workshops and seminars. The Association's attention to training and development and the many member institutions (and their staff) who organized and conducted most of these is impressive!

The Core Consultation Team on College Union Programming demonstrates what a highly trained and organized team can accomplish with an effective coordinator, who is thus far a volunteer, and how a development program can function on local, regional, and international levels.

The quantity and quality of a range of professional development programs will not be sustained and expanded by volunteers alone. They, as the students in our campus union/center organizations, require the assistance and continuity of professionals.

This important topic will receive further reinforcement as we take up other facets of Association services and organization.

ABOUT ACU-I SERVICES

PUBLICATIONS

The value of publications broke down into three categories:

1. The Bulletin, Union Wire, Annual Proceedings and the Directory of Members were the best known and all had less than 10% citing unfamiliarity. These four publications are all in the most highly valued category.

2. Another group of publications were less well known (10% or more were unfamiliar with them), but all were considered to be valuable by over 60% of those who do read them: Planning and Operating College Union Buildings; Planning College Union Facilities for Multiple-Use; and Standards for Professional Staff.

3. Finally, the less well-known publications rated valuable by less than 50% of those who do read them: The College Union Idea; the Monograph Series; and the Annotated Bibliography.

Individuals who have been on a union staff for less than ten years, and who are either special area directors, or their assistants, are most likely to be unfamiliar with the publications. In addition, as education increases, the probability of unfamiliarity decreases.

The Union Wire is valued more at larger institutions than smaller ones, and is valued more as a person's time on a union staff increases and is valued more as a person's education increases. No other variables affect the value of the Wire. No variables appear to affect the value of other publications.

There are no notable idfferences between institutional responses and those of individuals.

Interviews at the 1973 Conference elicited high valuations of publications; it ranked first to the question: "Of the services provided by ACU-I which is the most important to your institution?" Publications were also mentioned in reply to the questions about the 3 most important objectives that the ACU-I should pursue and the 3 most important ACU-I educational programs.

The Commission on the Status of Women found high readership for the *Bulletin* (80.3%) and the *Wire* (75.2%); both were judged useful by 89.2% and 70% reported they discussed both publications with staff.

Conclusions

C.7 Publications which are published regularly and are current have the most readership.

C.8 A disturbing number (25% to 31.7%) are unfamiliar with The *Monograph Series* (7 publications); the *Annotated Bibliography* (the source book to 15 years of articles and publications); *Planning College Union Facilities for Multiple-Use* (a basic reading for building design).

C.9 Publications *which are read* are generally given high value; some have more narrow target audiences and thus suffer in total ratings.

Recommendations

R.5 Member institutions should be asked to check the existence of Association publications in their staff/student resource library and urged to fill voids; how else can staff and students have access to them?

R.6 Publications need promotion. Perhaps short reviews of older, but still useful, publications should be included in the *Bulletin* periodically.

R.7 The formation of a Publication Advisory Board, to assist the Editor (Executive Secretary) to evaluate existing publications, determine needed new ones and to aid in identifying and developing authors should be considered.

R.8 Highly current, inexpensively produced how-to monographs (in kind with the recent one by C.A. Berry, "Cash Food Sales -- Buy or Make") should be considered as a means for enlarging resource materials and for quick publication when the topic is "hot." These could be an avenue for committee and individual member publication and from them more substantive publications may come later.

ANNUAL CONFERENCE

The respondents in the questionnaire study were asked to rate the value of some of the Conference activities. They were given a list of activities and asked to rate them as Very Profitable (VP), Profitable (P), Undecided (U), Unprofitable (UP), Very Unprofitable (VUP), or Did Not Attend.

Evaluation of the Conference Activities By Individuals

Activity	VP	P	U	UP	VUP	Did Not Attend
Pre-Conference Seminars	16.9%	18.9%	5.4%	0.0%	0.7%	58.1%
Program Sessions	26.4	56.8	9.5	0.0	0.7	6.8
Exhibits	13.4	59.1	15.4	4.7	0.7	6.7
Keynote Speakers	18.1	43.0	20.8	10.1	1.3	6.7
Brochure Trading Center	16.1	44.3	25.5	6.0	0.0	8.1
Employment Service	16.8	32.2	15.4	8.7	5.4	21.5
Open Committee Meetings	5.4	37.6	23.5	10.1	2.0	21.5
Tours of Area Union	14.8	47.0	15.4	1.3	0.7	20.8
Regional Sessions	20.8	47.7	10.1	10.7	0.0	10.7
Meals Together	25.5	48.3	12.1	3.4	4.0	6.7
Business Meetings	6.7	47.7	24.2	7.4	4.0	10.1

1. Note should be made of the "Did Not Attend" percentages to gain perspective on valuations, e.g., for pre-conference seminars, if the percentage rankings were made only among those attending, the "Very Profitable" rating becomes 42% rather than 16.9%; the "Profitable" rating would become 46.2% rather than 18.9%. Ratings

of the Employment Service, Open Committee Meetings and Tours of Area Union would be similarly improved if non-user, non-attendance respondents are taken out of the valuation ratings.

2. One technique for assessing the value of attendance at the annual conference is to determine the number of times a member attends. If he/she attends every year while on a union staff, it should indicate a high value for conferences. The mean number of times the conference was attended was 4.98 for individual respondents. The mean number of years on a union staff is 6.98. So, the respondents attend conferences 71% of the time. Knowing the financial constraints on staff conference attendance, this suggests a high value.

3. Younger staff members, Assistant Directors, Area Directors and their assistants attend the pre-conference seminars less frequently as do others from smaller colleges. (This also relates to the comment in the last sentence in 2 above.)

4. In general, the fewer the years an individual has spent on a union staff, the fewer are the activities he/she attends and the less they are rated as profitable.

5. Other variables examined did not affect the evaluation of conference activities.

6. In conference interviews, the annual conference was given second highest mention in terms of importance to one's institution and in the listing of the 3 most important educational services from a personal view.

7. The Commission on the Status of Women found 41.9% had attended one annual conference, 18.4% had attended two, 10.3% had attended three, 7.4% had attended four, 3.7% had attended five, and 2.2% attended six. The Commission also reports a large number of women staff members (83.3%) attending other professional meetings last year.

Conclusions

C.10 The Annual Conference generally enjoys high ratings; program sessions, meals together, exhibits, and regional session have especially high valuations; none are significantly devalued.

C.11 Annual conferences are under constant evaluation and thus tend to be one of the Association's most responsive areas of service. Extensive evaluation reports exist to guide each year's Conference Program Committee and it's become a common practice to solicit the membership's interests in the planning of conferences. No substantial changes in conference format and activities seem desired by the membership.

Recommendations

R.9 It might be of value to assess the extent of individual male staff attendance at professional meetings other than ACU-I's, to determine if the relatively lower female attendance at Association annual conferences is related to their use of other conference/meeting options, years in union work, position, or other factors.

REGIONAL AFFAIRS

Regional Leadership

1. 12% reported they have served as a Regional Representative.
2. 27% reported they have served in a Regional Coordinator position.
3. The persons holding these positions are usually union directors (90%) who have served on union staffs over 10 years (88%).
4. If a person is from a private, especially non-church supported institution, he has a much greater probability of holding one of these positions.
5. 15% of the institutions sampled have had a Regional Representative and 26% have had a Regional Coordinator.

6. 45.3% of the individual respondents reported that the Regional Represenative served as a resource for their campus union.

Regional Conferences

1. 57.4% of the respondents had attended four or more regional conferences; another 33% had attended one, two or three. 56.3% or 323 women respondents (Survey on the Commission on the Status of Women) reported participation in regional conferences.

2. 62% felt that the Regional conference has educational value for staff.

3. 89% felt that the Regional conference has educational value for students.

4. In Commission interviews asking "the 3 most important needs to be met through regional activities", the following were the 4 top ranked of 14 activities mentioned: (1) student involvement and training, student interface and exchange; (2) sharing ideas and resources for programs and problems; (3) staff development and staff training; (4) opportunity to meet with colleagues, improve communication and sense of identity.

5. In the Study on the Status of Women, 86.7% reported reading the Regional Newsletter, 74.3% find it useful, 36.8% contribute to it, and 58.4% discuss it with staff.

Student-Staff Assembly

A pair of items about the Student-Staff Assembly (Mishawak) was included in the questionnaire. About 89% were aware of it, 70% felt it was of educational value for students, and 60% felt it was of value for staff.

Conclusions

C.12 Regional affairs provide opportunities for Association leadership. 39% of respondents have provided regional leadership as Regional Coordinators or Regional Representatives. It is a "proving ground" for much leadership within the Association while rendering many direct benefits to member institutions, students and staff.

C.13 Regional Representatives are significantly perceived as resource persons to individual unions, in addition to duties of region-wide concern.

C.14 The reported regional conference participation of individual respondents in the Self-Study questionnaire survey (57.4%) is very close to that reported in the Status of Women survey (56.3%).

C.15 Regional conferences are seen as having a high degree of value for students (83%) and as having value for staff (65%).

C.16 The Student-Staff Assembly has high visibility (89%) and is judged of educational value to students (70%) and staff (60%).

Recommendations

R.10 More facets of regional activities need study and evaluation. The Commission is aware of the expanding number of regional workshops for staff and students, sub-regional or district meetings, newsletters, directories, etc. This is not an immediate need, since data at hand suggests no major problems or concerns in established regional activities, but more detailed, evaluative efforts might well be undertaken by the regions themselves.

STANDING COMMITTEES

The respondents were asked to indicate whether they felt each of the Standing Committees was making a valuable contribution to the membership.

Assessment of Standing Committees

/Individual response as top figures; Institutional responses as bottom figures in ( )7

Committees	Valuable? Yes	Valuable? No	Undecided	Not Aware Of
Arts	51.3% (46.1)	12.0% (12.4)	29.3% (32.6)	7.3% (9.0)
Current and Emerging Issues	30.9 (19.8)	16.1 (18.1)	46.3 (48.0)	6.7 (14.1)
International Relations	6.7 (8.0)	24.2 (23.3)	55.0 (51.7)	14.1 (17.0)
Management	52.7 (44.9)	12.7 (10.1)	24.0 (30.3)	10.7 (14.6)
Outdoor Activities	60.0 (53.9)	11.3 (12.4)	24.0 (25.3)	4.7 (8.4)
Performing and Visual Arts	38.7 (42.9)	16.0 (15.3)	38.0 (33.3)	7.3 (8.5)
Program Development	51.7 (46.6)	12.1 (10.7)	30.2 (33.7)	6.0 (9.0)
Professional Development	46.3 (39.9)	13.4 (12.9)	33.6 (36.0)	6.7 (11.2)
Recreation	75.3 (74.9)	6.7 (5.6)	14.8 (13.4)	2.7 (6.1)
Research	38.7 (32.2)	19.3 (16.9)	36.7 (39.5)	5.3 (11.3)
Two-Year College	28.7 (31.0)	12.7 (13.2)	46.7 (43.7)	12.0 (12.1)
Minority Programs	27.3 (25.0)	14.0 (19.9)	51.3 (46.6)	7.3 (8.5)
Resolutions	32.0 (24.3)	16.7 (12.4)	40.7 (49.2)	10.7 (14.1)

1. The most striking feature is that, with the exception of the Recreation Committee, between 30% and 70% of the respondents were either not aware of committees or undecided about their value.

2. On the other hand, International Relations was the only committee receiving more "no value" responses than "valuable" responses.

3. Awareness of Standing Committees is indicated by 65.8 percent of 332 respondents to the Study by the Commission on the Status of Women; only 29.9%, however, indicate awareness of membership selection procedures.

Conclusions

C.17 Standing Committees do not generally have high visibility nor high valuations. The most notable exception is the Recreation Committee, which has a highly visible, on-going activity program affecting a large number of unions and their students.

C.18 Some Committees seemed to get relatively high valuations because of elements of visibility (e.g., the Committee on the Arts has fostered exhibits at recent annual conferences); others seem based on respondents' attachement to the committee's "name" value (e.g., Outdoor Activities Committee is one of the newest committees, and had hardly "got going" before the survey went out, yet it drew the second highest value response).

C.19 Interesting and largely inexplicable variations in responses are apparent between individual and institutional respondents on some items. Some enlargement of the "Not Aware Of" responses among institutional respondents may be attributable to the 11.3% in the survey population who function as Deans of Students or Assistant Deans and who may thus tend to be less closely identified with union operations/programs and with ACU-I.

C.20 Standing Committees require more analysis. Quite likely some need to be credited simply for the essential roles they play administratively (e.g., Resolutions) and some for their value to particular constituencies within the Association (e.g., Two-Year College Committee), whether or not the total membership is aware of the value of their work.

C.21 Quite probably, many members fail to associate many Bulletin articles and other publications as being the products of the committees.

C.22 The avenues to gaining participation and membership in committees needs continual promotion and, quite likely, improvement.

Recommendations

R.11 More study/evaluation is rquired here. Past and current committee reports should be studied; past and current chairpersons/members should be queried as well as past and current officers.

R.12 Consideration must be given to the functional relationships of various committees to discernable constituencies or necessary administrative tasks.

R.13 Consideration of a reduction in the number of Standing Committees and greater use of task forces and special commissions with specific, short range goals seems in order.

R.14 An evaluation of the budgetary support to committees and the relationship to activities may clarify "visibility" and "value" ratings.

R.15 Analysis of the composition of committees by geographic representation, experience, may also yield valuable insight and suggest new modes of organizing.

THE CENTRAL OFFICE

Assessment of Central Office Services

[Individual responses as top figures; Institutional responses as bottom figures in ( )]

Service	Essential	Not Essential	Undecided	Not Aware
ACUIRES - Professional Registry	89.4% (78.8)	4.6% (3.9)	4.6% (8.9)	1.3% (8.4)
Respond to Technical and Professional Inquiries	81.6 (73.3)	2.6 (5.1)	9.9 (6.8)	5.9 (14.8)
Publication Production	88.1 (82.0)	2.0 (3.9)	7.3 (4.5)	2.6 (9.6)
Liaison with Other Educational Groups	67.8 (65.5)	1.3 (4.5)	20.4 (16.4)	10.5 (13.6)
Management Annual Conference	84.9 (84.2)	2.6 (2.8)	10.5 (2.3)	2.0 (5.6)

1. In contrast to the Standing Committee rankings, the services of the Central Office are generally well known and judged essential. There are relatively few undecided responses. A caution, however, is in order. The respondents were asked to rate the "essentialness" as opposed to the "valuableness" in this case -- there *may* not be as much agreement as to *how well* a service is being done, in contrast to *how important* a service is. Far less variation occurs in individual and institutional responses than occurred for Standing Committees.

2. Few items in the conference interviews contributed substantively and directly to the Central Office evaluation as specifically as the questionnaire study. The Employment Service (ACUIRES), however, gets mentioned as important and publications and information resources rated as highly important, and these all have obvious relationships to the Central Office.

3. The Status of Women survey too fails to focus on the Central Office as such, but the *Union Wire* (wholly a Central Office --Chester A. Berry -- production) is read by 75.2% of the respondents and valued by 89.2% and the *Bulletin* is read by 80.3% and valued by 89.2%.

Conclusions

C.23 The Central Office can be presumed to be essential and probably judged largely effective by virtue of the limited number of "Undecided" or "Not Aware" responses. (Also, open-ended interviews with 137 persons and the "suggestions" section of the survey questionnaire yielded few critical comments.)

Recommendations

R.16 The role of ACUIRES (ACU-I Registry and Employment Service) in identifying and referring interested individual members for committee and regional assignments needs review and evaluation to insure that it is effective and the best, most direct method.

R.17 The occasional unreasonable demands placed upon our talented-but-limited Central Office staff group needs to be appreciated by more members and augmentation of staff and resources will be needed to meet increasing member expectations.

PROFESSIONAL DEVELOPMENT/TRAINING

The last structured section of the Survey Research Center administered survey offered 14 possible training programs and asked respondents to identify the 5 which they felt most important and to rank them in order of importance.

1. Five programs were identified which rank well above all others: (1) Union Administration with 77.5% (71% ranking it 1, 2 or 3); (2) Program Advisement with 69.7% (54.9% ranking it 1, 2 or 3); (3) Building/Operations Management with 58.7% (34.8% ranking it 1, 2 or 3); (4) Student Activities Administration with 56.1% (38% ranking it 1, 2 or 3); (5) Business Management with 42.6% (29.7% ranking it 1, 2 or 3).

2. The 9 other programs drew support as follows: (6) Food Service Management - 33.6%; (7) Theatre, Concert and Lectures Management - 27.1%; (8) Outdoor Program Management - 23.9%; (9) Recreation/Games Management - 21.8%; (10) Craft Shop/Exhibits Management - 7.0%; (11) Conference Management and Maintenance Custodial Management each got 17.4%; (12) Reservation Management - 7%; (13) Physical Recreation Management - 5.8%.

When asked the level at which these should be offered (international/national, regional or both), there is a tendency to look to both levels. The following, however, got most support as regional level training programs: Program Advisement, Theatre, Reservations, Craft Shop/Exhibits, Maintenance, Recreation/Games, Outdoor Programs, and Physical Recreation Management.

The analysis was based on individual member respondents but the differences from institutional respondents were slight except that more institutional preferences favored regional levels for all programs.

Another question dealt with the frequency at which each of the 14 programs should be offered. Choosing between semi-annual, annual, or bi-annual, the annual frequency was the most endorsed with the exception of bi-annually for Conference, Reservations, Maintenance/Custodial and Physical Recreation Management.

The final question asked the type of training desired as between Skill, Management, Human Relations or a combination of Management/Human Relations. Generally, there is a desire for a combination of management and human relation training in all program ares. In those requiring specialized skills, like crafts, theatre management and outdoor programs, there is relatively more desire for skill training but also a clear desire for training in management/human relations.

Conclusions

C.24 Five areas of training have substantial support: Union Administration, Program Advisement, Building/Operations Management, Student Activities Administration and Business Management. With the exception of Student Activities Administration, these are the areas most stressed by existing training/development programs. (Institutional respondents put Student Activities Administration ahead of Building/Operations Management).

C.25 Other training program areas warrant attention too, but careful pre-assessment of interest will be necessary to insure adequate participation.

C.26 Although skill development has perceived importance in some areas, programs which combine management and human relations training are favored by over half in all areas.

C.27 A clear desire for more regionally located training opportunities is expressed,

Recommendations

R.18 The detailed tables of responses for training programs should be studied by many of the Standing Committees (especially by Program Development, Professional Development and others already actively engaged in seminars and workshops), Conference Program Committees, and Regional Representatives and Coordinators.

R.19 Committees, such as the Management Committee, Committee on the Arts, Committee on the Performing and Visual Arts, should consider developing "road teams" in kind with the Core Consultation Team which has trooped to various regions as a training program under the auspices of the Program Development Committee.

R.20 Workshops and seminars focused on Union Administration have especial importance. (The Commission's interviews identified financial concerns as the number 1 problem facing unions; we also learned that the scope of responsibility of the union director is changing (91%) and is enlarging with more responsibilities and more financial pressures.)

R.21 More analysis of the high ranking of Student Activities Adminstration training should be made. It seems to confirm that more unions are the center of campus activities advisement/coordination.

RECOMMENDATIONS BY RESPONDENTS

Three open-ended items were included in the questionnaire asking for suggestions (1) for improving communications, (2) for additional programs and services, and (3) for any other suggestions. About 45% of all respondents had no suggestions to make.

The suggestions made were difficult to categorize and many were highly individualized and difficult to group for some significance in numbers or percentages. Only two general recommendations were identified by the Survey Research Center as having enough commonness to allow percentage expression:

1. About 23% of the respondents suggested the publications be improved and this most commonly meant that one of the publications becomes a means of publishing referred articles. (A journal more in kind with some other professional association?)

2. About 13% suggested that the regions be improved. (This undoubtedly should be analyzed by the regions of the respondents; unfortunately, one item of identifying information not on the questionnaire was: "In what Region are you?"

John Ketter, the Commission's research specialist, has the more detailed, computer-run sheets and will seek to glean more useful information from the open-ended suggestions. His study thus far yields very little consensus but does catch some interesting contradictions, e.g., "Bring in more outside experts" vs. "Use internal expertise." What either suggestion refers to -- Self-Study?, Conference Programs? -- is hidden.

The open-ended question at the end of our interviews with 137 conference delegates (Are there any other concerns that you would like to identify for these two Commissions?) yielded over 100 items. Again, however, many are contradictory (e.g., "more emphasis on staff development" vs. "more emphasis on student development."). The analyses of responses have already gone through three drafts to try to get the data into a tabulation that allows some numerical value to be placed on comments. Between the two tabulators, some items get valued differently, also, both were plagued by Commission members' cryptic notations of interview notes and more efforts will be made to glean the most common and significant concerns expressed.

Some Tentative Concepts, Concerns, And Questions Relating To Association Structures And Constituencies

THE EXECUTIVE COMMITTEE

Concerns:

The Executive Committee has been viewed as a clique, the "old guard." Nomination Committee reforms and election reforms have been made to optimize the membership's participation in selection/election processes.

At-large members have been proposed to the Executive Committee, in part to insure representation of various constituencies: women, minorities, two-year colleges, Canadians, program staff, etc. (Students are represented by the Student-Staff Assembly delegate.)

Simple enlargement of the Executive Committee poses substantial new costs. Also, the Executive Committee has been characterized by "working" officers; the addition of "non-working" members could prove divisive.

Concept:

Form a new Administrative Committee or Board with a smaller Executive Committee drawn from within it.

> Composition of New 6 Member Executive Committee: President, President-Elect, Vice President for Regional Affairs, Vice President for Committee Affairs, Vice President for Conference Program and Executive Secretary (non-voting).
>
> Composition of Administrative Committee/Board: The above officers as an Executive Committee plus the Immediate Past President, the Assembly Student delegate (both of these are on present Executive Committee) and 3 at-large members. (The Vice President-Elect for Conference Program is omitted from both Executive and Administrative Committees.)

Meeting Schedule: The full eleven member Committee/Board would meet in the Fall and in the Spring during the pre-conference period. The Executive Committee would meet in the Summer and for a day or two just previous to each of the full committee/board meetings.

Questions:

1. Method(s) for selection of at-large members? Terms? Duties?

2. Does shrinking of the Executive Committee from their present nine members to six off-set the costs for the Fall meeting (travel, lodging, meals) and the pre-conference meeting (lodging and meals) of the full eleven member Administrative Committee/Board?

THE CENTRAL OFFICE

Concept:

The Central Office will require additional staff and space to meet present and forseeable Association needs. This will require additional income.

Questions:

1. If Recommendation 4 (employment of a Coordinator of Educational Programs) is accepted, what support will this position require, e.g., office space and clerical support?

2. What additional income will be required? Can workshops and seminars carry a portion of the salary and expense? How much would dues have to increase?

THE REGIONS

Concerns and Questions:

1. Should the Regional Coordinators be tied to the Standing Committees rather than to the Regional Representatives? Are all equally useful/helpful to the regions and the Regional Representatives?

2. Are the present 3-year terms of office for Regional Representatives too long?

3. Is the selection process for Regional Representatives working?

4. Are regional finances improving?

5. Joint NEC-ACU-I regional conferences, are they working out?

6. Is the role of students in the various regional structures working effectively?

7. How are the sub-regional/district structures working?

THE STANDING COMMITTEES

Concept:

Only those committees which most directly serve the membership through programs and projects should be the responsibility of the Vice President for Committee Affairs, i.e., Committee on the Arts, Management Committee, Outdoor Activities Committee, Committee on the Performing and Visual Arts, Committee on Minority Programs Development and Recreation Committee.

Administrative Committees (Research, Resolutions, International Relations, Current and Emerging Issues, Two-Year Colleges) and Special Committees (Self-Study, Educational Programs, Status of Women, Canadian Concerns, Travel/Study) and Special On-going Committees (Nominations, Butts-Whiting Award, Product Exhibits, Membership) should be lodged with other officers or Administrative Committee/Board members for coordination and/or direction as assigned by the President.

Concerns and Questions:

1. Should the Professional Development Committee be eliminated? Its role would be largely assumed by the proposed Committee on Educational Programs.

2. Should the Committee on Current and Emerging Issues persist? A sensing-device seems worthy but perhaps this is a responsibility to be shared more broadly and especially within the Executive Committee and/or Administrative Committee/Board.

3. The funding of committees and the relationship of this to their ability to function must be studied.

4. Ways to absorb members' interest in committee work need to be found. (Consider "open membership" with only a small number as directors of committees?)

THE INDIVIDUAL (PROFESSIONAL MEMBER)

Concept:

Some staff members in Region X have proposed a Professional Members Division.

Questions and Concerns:

1. Would this materially add to individual professional identity?

2. Would it tend to de-unify the Association? (Students rejected the idea of a "student division" at the first Student-Staff Assembly.)

3. Are the concerns of individual members not well represented at present?

THE STUDENTS

Concept:

Some members want unlimited attendance by students at annual conferences.

Concerns:

1. What effect would this have on opportunities for staff attendance, i.e., with finite financial resources, would students tend to displace staff?

2. The institution of regional conferences was to allow optimum opportunities for students' intercollegiate exchange, for the same or little more expense than for a few attending the annual conference. (2,723 students attended regional conferences last Fall). Is this still a valid consideration? Can unions now afford both or would the regional conferences be adversely affected?

3. Would the annual conference double or more in the number of participants? What effect would this have on site slection and conference planning?

4. Are our member institutions (our base membership) best served by annual conferences which are primarily professional development, professional interchange in character and composition?

TRENDS AFFECTING COLLEGE UNIONS

The trends identified by our Executive Secretary in the February 1974 Bulletin in the article titled "The Unions in the Seventies" and in recent Union Wires will be discussed by the Self-Study Commission in pre-conference meetings.

We've already noted the reports of increasing financial problems. These translate to losses in food service operations, enrollment declines and the attendant loss of fee income, rising prices for goods and services. Help in developing better management skills and cost-benefit analyses are needed as well as ways to increase earnings, ways to "sell" the need for enlarged union fees, etc.

Volunteerism is reported to be down in some of our campus unions. More staff are doing more programming to insure constancy and quality of programs for the fee-paying student.

Although we still hear complaints about restricted opportunities to contribute and serve in ACU-I, vacancies exist in Regional Coordinator positions, committee members still fail to attend committee meetings or answer correspondence. Many refuse to be considered for nomination to elective office and all of us find ourselves more taken-up with on-the-job concerns which limit our time and energies for volunteer work with the Association.

Energy shortages and the need to conserve is affecting member unions. Many will be starting to air-condition later and ending earlier and keep temperatures at higher levels -- just as we've kept heat at lower levels this past winter. Buildings will close earlier and on weekends if traffic does not truly warrant extended service hours. Continued gasoline shortages may affect regional conferences, drive-in workshops and other programs.

The Commission cannot by itself answer all or most of the problems confronting our member unions, but the Association does exist principally to serve its member institutions by aiding their unions -- as organizations of students and staff, as programming units and as operating buildings -- and we shall thus seek to stimulate concern and actions by the various structural elements of the Association (committees, regions, officers) by trying to identify problems and trends with which the Association can help or be a vehicle of self-help.

YOUR OPINIONS ARE SOLICITED

At the end of this report you will find summaries of the Conclusions and Recommendations to aid your quick review of the highlights.

Also, there is an Issue Analysis Sheet. We hope you will photocopy this and use the form to focus our attention on anything within the report which you feel is in error, needs more study/consideration or where you differ and want to advance another conclusion, recommendation or concept. Also, use the form to tell us about any issues not identified thus far but which you think we should consider.

By photocopies you can also invite others on your staff to contribute their issues/concerns for our consideration.

When completed, they may be sent to any Commission member or the Chairman. Names and mailing addresses are on the reverse side of the form.

Summary of Self-Study Commission

CONCLUSIONS

C.1 The institutional membership of ACU-I is as varied as the institutions of higher education, but the preponderance of member institutions are small to medium sized, public and commuter oriented.

C.2 Two-year institutions represent nearly one quarter of the institutional membership.

C.3 The majority of union/center buildings are under 100,000 square feet in size and over half operate on less than $500,000 annually.

C.4 Union staff members are commonly young and well educated; their relative newness to college union work is probably a function of the relative newness of many union/center buildings and additions, but it may also suggest a high turn-over made possible by post-graduate degrees and opportunities to advance after brief experience in unions.

C.5 The number one ranked priority for Association goals is the preparation and presentation of materials and programs designed to assist in the educational and professional self-development of individual staff members.

C.5.1 Student development must be considered as part of this priority ranking.

C.6 Although there is a priority ranking to four ACU-I goals, none are judged to be of low importance; the membership wants attention to all.

C.7 Publications which are published regularly and are current have the most readership.

C.8 A disturbing number (25% to 31.7%) are unfamiliar with The Monograph Series (7 publications); the Annotated Bibliography(the source book to 15 years of articles and publications); Planning College Union Facilities for Multiple-Use (a basic reading for building design).

C.9 Publications which are read are generally given high value; some have more narrow target audiences and thus suffer in total ratings.

C.10 The Annual conference generally enjoys high ratings: program sessions, meals together, exhibits, and regional session have especially high valuations; none are significantly devalued.

C.11 Annual conferences are under constant evaluation and thus tend to be one of the Association's most responsive areas of service. Extensive evaluation reports exist to guide each year's Conference Program Committee and it's become a common practice to solicit the membership's interests in the planning of conferences. No substantial changes in conference format and activities seem desired by the membership.

C.12 Regional affairs provide opportunities for Association leadership. 39% of respondents have provided regional leadership as Regional Coordinators or Regional Representatives. It is a "proving ground" for much leadership within the Association while rendering many direct benefits to member institutions, students and staff.

C.13 Regional Representatives are significantly perceived as resource persons to individual unions, in addition to duties of region-wide concern.

C.14 The reported regional conference participation of individual respondents in the Self-Study questionnaire survey (57.4%) is very close to that reported in the Status of Women survey (56.3%).

C.15 Regional conferences are seen as having a high degree of value for students (83%) and as having value for staff (65%).

C.16 The Student-Staff Assembly has high visibility (89%) and is judged of educational value to students (70%) and staff (60%).

C.17 Standing Committees do not generally have high visibility nor high valuations. The most notable exception is the Recreation Committee, which has a highly visible, on-going activity program affecting a large number of unions and their students.

C.18 Some Committees seemed to get relatively high valuations because of elements of visibility (e.g., the Committee on the Arts has fostered exhibits at recent annual conferences); others seem based on respondents' attachment to the committee's "name" value (e.g., Outdoor Activities Committee is one of the newest committees, and had hardly "got going" before the survey went out, yet it drew the second highest value response).

C.19 Interesting and largely inexplicable variations in responses are apparent between individual and institutional respondents on some items. Some enlargement of the "Not Aware Of" responses among institutional respondents may be attributable to the 11.3% in the survey population who function as Deans of Students or Assistant Deans and who may thus tend to be less closely identified with union operations/programs and with ACU-I.

C.20 Standing Committees require more analysis. Quite likely some need to be credited simply for the essential roles they play administratively (e.g., Resolutions) and some for their value to particular constituencies within the Association (e.g., Two-Year College Committee), whether or not the total membership is aware of the value of their work.

C.21 Quite probably, many members fail to associate many Bulletin articles and other publications as being the products of the committees.

C.22 The avenues to gaining participation and membership in committees needs continual promotion and, quite likely, improvement.

C.23 The Central Office can be presumed to be essential and probably judged largely effective by virtue of the limited number of "Undecided" or "Not Aware" responses. (Also, open-ended interviews with 137 persons and in the "suggestions" section of the survey questionnaire yielded few critical comments.)

C.24 Five areas of training have substantial support: Union Administration, Program Advisement, Building/Operations Management, Student Activities Administration and Business Management. With the exception of Student Activities Administration, these are the areas most stressed by existing training/development programs. (Institutional respondents put Student Activities Administration ahead of Building/Operations Management).

C.25 Other training program areas warrant attention too, but careful pre-assessment of interest will be necessary to insure adequate participation.

C.26 Although skill development has perceived importance in some areas, programs which combine management and human relations training are favored by over half in all areas.

C.27 A clear desire for more regionally located training opportunities is expressed.

Summary of Self-Study Commission

RECOMMENDATIONS

R.1 More programs and publications should focus on management skills including personnel evaluation and fiscal operations in the face of the reported tightening of institutional and union/center finances.

R.2 With H.U.D. interest subsidy grants frozen, information programs focused on repair/renovation/remodeling rather than new buildings may be of the greatest interest and value in building planning and operation.

R.3 Special attention should be given to the financial management of building operations and programming in small unions.

R.4 The Self-Study Commission strongly endorses the proposal of the Commission to Study Association Educational Programs that a Coordinator for Educational Programs be appointed and that a new standing committee for Educational Programs be created; the former anticipates that the Coordinator position will shortly become a full-time staff position in the Central Office.

R.5 Member institutions should be asked to check the existence of Association publications in their staff/student resource library and urged to fill voids; how else can staff and students have access to them?

R.6 Publications need promotion. Perhaps short reviews of older, but-still-useful, publications should be included in the Bulletin periodically.

R.7 The formation of a Publication Advisory Board, to assist the Editor (Excutive Secretary) to evaluate existing publications, determine needed new ones and to aid in identifying and developing authors should be considered.

R.8 Highly current, inexpensively produced how-to monographs (in kind with the recent one by C.A. Berry, "Cash Food Sales -- Buy or Make") should be considered as a means for enlarging resource materials and for quick publication when the topic is "hot." These could be an avenue for committee and individual member publication and from them more substantive publications may come later.

R.9 It might be of value to assess the extent of individual male staff attendance at professional meetings other than ACU-I's, to determine if the relatively lower female attendance at Association annual conferences is related to their use of other conference/meeting options, years in union work, position, or other factors.

R.10 More facets of regional activities need study and evaluation. The Commission is aware of the expanding number of regional workshops for staff and students, sub-regional or district meetings, newsletters, directories, etc. This is not an immediate need, since data at hand suggests no major problems or concerns in established regional activities, but more detailed, evaluative efforts might well be undertaken by the regions themselves.

R.11 More study/evaluation is required here. Past and current committee reports should be studied; past and current chairpersons/members should be queried as well as past and current officers.

R.12 Consideration must be given to the functional relationships of various committees to discernable constituencies or necessary administrative tasks.

R.13 Consideration of a reduction in the number of Standing Committees and greater use of task forces and special commissions with specific, short range goals seems in order.

R.14 An evaluation of the budgetary support to committees and the relationship to activities may clarify "visibility" and "value" ratings.

R.15 Analysis of the composition of committees by geographic representation, experience, may also yield valuable insight and suggest new modes of organizing.

R.16 The role of ACUIRES (ACU-I Registry and Employment Service) in identifying and referring interested individual members for committee and regional assignments needs review and evaluation to insure that it is effective and the best, most direct method.

R.17 The occasional unreasonable demands placed upon our talented-but-limited Central Office staff group needs to be appreciated by more members and augmentation of staff and resources will be needed to meet increasing member expectations.

R.18 The detailed tables of responses for training programs should be studied by many of the Standing Committees (especially by Program Development, Professional Development and others already actively engaged in seminars and workshops), Conference Program Committees, and Regional Representatives and Coordinators.

R.19 Committees, such as the Management Committee, Committee on the Arts, Committee on the Performing and Visual Arts, should consider developing "road teams" in kind with the Core Consultation Team which has trooped to various regions as a training program under the auspices of the Program Development Committee.

R.20 Workshops and seminars focused on Union Administration have especial importance. (The Commission's interviews identified financial concerns as the number 1 problem facing unions; we also learned that the scope of responsibility of the union director is changing (91%) and is enlarging with more responsibilities and more financial pressures.)

R.21 More analysis of the high ranking of Student Activities Administration training should be made. It seems to confirm that more unions are the center of campus activities advisement/coordination.

Self-Study Commission
Association of College Unions - International

ISSUE ANALYSIS SHEET

ISSUE: (state consisely), e.g., Management Training

ANALYSIS FACTORS: (evidence or factors warranting issue consideration)

RESOLUTION FACTORS: (identify added information/facts needed)

RECOMMENDATION(S):

Submitted by: ____________________ College/Univ. ________________

Region/Comm. ________________

* *

Send to any member of the Self-Study Commission: Names and Addresses on reverse side

* *

ASSIGNED TO: ____________________ ISSUE # ____________________

SELF-STUDY COMMISSION

ROSTER

3

Chairman
Edwin O. Siggelkow, Director
Minnesota Union and Coordinator
Student Activities
317 - 17th Ave. S.E.
University of Minnesota
Minneapolis, Minnesota 55455

Associate Chairman
Lyle S. Curtis, Director
Wilkinson Center
Brigham Young University
Provo, Utah 84601

Richard D. Blackburn, Director
Indiana Memorial Union
Indiana University
Bloomington, Indiana 47401

Richard Degus, Director
Student Activities
Monroe Community College
Rochester, New York 14623

Cornelius Grant, Dean for
Student Affairs
William H. Dennis Student Center
Albany State College
Albany, Georgia 31705

Gene Haffner, Program Director
University Union
Southern Illinois University
Edwardsville, Illinois 62025

Richard Judd, Dean
Student Affairs
Central Connecticut State College
New Britain, Connecticut 06050

John Ketter, Director
University Union
University of Northern Iowa
Cedar Falls, Iowa 50613

Gretchen Laatsch, Assistant Director
for Programs
University Union
University of South Carolina
Columbia, South Carolina 29208

C. Shaw Smith, Director
David Ovens College Union
Davidson College
Davidson, North Carolina 28036

Appendix H

At a luncheon meeting on Wednesday, March 27 the following resolutions by John Wong and Max Andrews were accepted by acclamation:

Honorary Membership—DOROTHY M. HAAS

I am pleased, on behalf of the Association of College Unions-International, to have the privilege of recognizing Dorothy M. Haas for her tireless service to the union and to this Association. Dot has long been a friend, advisor, and confidante to many of us.

And these are the same qualities that countless students, faculty, and staff at the University of Buffalo (now the State University of New York at Buffalo) will remember with fondness and respect. For in 40 years of unstinting service to the University of Buffalo, 38 of these years at Norton Union, Dot has imparted and represented the essence of unions to all with whom she came into contact. By precept and example, Dot has enriched the lives of those around her. Her unflagging zeal and enthusiasm for the union, and all that it represents, have made Norton Union the essential educational entity that it is today. Cited many times by the University of Buffalo for outstanding service to the University and the community, Dot's name and her commitment to the union will be recalled by a lounge in the union which bears her name and a Dorothy M. Haas scholarship to be awarded annually "to an undergraduate student who has been influential through his or her voluntary participation in promoting the development and implementation of student services and activity programs within the University community." It is altogheher fitting that the emphasis is on "voluntary participation" since this attribute characterizes Dot and has been demonstrated in her voluntary services to a multitude of on-zations and committees. These include the Camp Fire Girls Council, Zonta-International, the American Association of University Women (Board of Directors), the Faculty Senate, and numerous other groups.

But Dot's first love is—and always will be—the union. We in this Association have been the beneficiaries of this love. Dot's leadership and vision have found expression in her two terms as Regional Representative for Region 2, her service on the Resolutions and Professional Development Committees, and the Butts-Whiting Award Committee on which she first served and subsequently chaired. Dot has been a frequent presentor and panelist at international conferences over the years. Her ability and dedication was recognized in her nomination for the Butts-Whiting Award. But the memory that stands out clearest in my mind is her nomination for the office of President-Elect of this Association in 1954. Dot declined the nomination at that time because she felt that this Association was not ready for a woman in that position and it would divide the Association. For her, the union movement was more important than the position.

So, while an honorary life membership in ACU–I is due recognition for Dot's long and devoted service to the union idea, I suspect that it is also a guarantee that we will not lose her to a well-earned retirement.

Ladies and gentlemen, I respectfully and most affectionately move to award an honorary life membership in this Association to our friend, Dorothy M. Haas.

Honorary Membership—PORTER BUTTS

I am grateful to the Executive Committee for the honor of recognizing, on behalf of the Association of College Unions-International, a man who has touched the personal and professional lives, in ways large and small, of everyone here today.

Fifty-four years ago in 1920, Porter Butts entered the University of Wisconsin as a freshman. He was not only a student, but he became Director of the Wisconsin Union in 1927, after having "signed on" in 1924 with the Wisconsin Union, taking charge of its fund-raising campaign, and served in this capacity until 1968. From 1968 to the present time he served as Director of Development for the Wisconsin Union and Professor of Social Education, University of Wisconsin. His life has been a continuous absorbtion with the Wisconsin Union and students, staff, faculty, and alumni of the University of Wisconsin.

Just as Mr. Butts changed many of our lives, he also was influenced early in his life. As an art historian and author of two books on western art, Porter was destined to pursue a career in art until coming under the influence of J. Burgon Bickersteth, Warden of Hart House of the University of Toronto. Inspired by Warden Bickersteth, Porter said that "if this is what a union is like, and this is the kind of man who is devoted to the union idea, I would like to be a part of such a venture." How fortunate we have been.

Porter Butts has served, led, chronicled, and shaped our professional Association. The *Buttsonian* influence is everywhere: in our building designs, in our forms of College Union government, in our growing library of professional research and publications, in our college union influence at home and abroad, in the federal financing of union buildings, in our literature, and in our goals and philosophy.

He is a man for all seasons: President of the Association of College Unions in 1932; Editor of Association publications; member of the Executive Committee of the Association from 1936 to 1970; the first recipient, along with Edgar A. Whiting of the Butts-Whiting Award, which was established in 1967 by the Association "to recognize outstanding college union leaders for distinguished achievement."

One needs only to glance through the history of our profession as embodied in *College Unions—Year Fifty* to realize the impact that this man has had on our lives and our profession: conference participant, keynote speaker, originator of the ACU–I Intercollegiate Games Program and the Association's Employment Service, Corridor Consultant, Late Night Philosopher and Conversationalist—a drop of Scotch mist and Porter Butts' history is our history. To chronicle his "firsts" would be the Association. Beneath all of this, the tireless efforts of this man kept the green ink flowing on our behalf. Somehow during his 24hour days on behalf of the Wisconsin Union and ACU–I, he managed to keep track of his beautiful family and his lovely wife, Lu—or more than likely, Lu was somehow able to keep track of Porter.

Throughout his career, one of the unsung contributions that Porter Butts has made to the College Union profession has been his special influence on training or influencing young people to serve in the College Union field. By my conservative estimate, a fourth of the people in our profession have trained under or have been influenced by Mr. Butts. To honor Porter Butts, one can best do so by quoting our most prolific author, and I quote from his book *College Union Idea.* "It is this Association that has made these [his] years an extra-wonderful adventure." And in reply I say, Porter Butts, it is you who has made this Association.

Therefore, on behalf of the Executive Committee, it is moved that the members of the Association of College Unions-International extend to Porter Butts, Director of Development, the Wisconsin Union and Professor of Social Education, the University of Wisconsin, an honorary life membership in the Association.

At dinner on Wednesday evening, March 27, William Edwards of the University of Missouri at St. Louis, representing the Resolutions Committee, read the following report, which was approved by acclamation.

Report of the Resolutions Committee

Canada, we've been away from your richness far too long. To return now at last to that ideal which gave birth to our being, gives us cause to reflect. As we gathered this week, all 900 of us from over 500 institutions, we share a common uncertainty about higher education in general and particularly the role of the union in an ambivilant and changing educational milieu. Man's inhumanity to man, the recognition and blending of the cultural diversity of our world, the continuing struggle to affect that one true partnership in the *student's* union, cause us to grasp for some measure of certainty—some symbol of stability. We stand ponderingly, uncertain in our questioning. But wait, yes, old friend I have missed you this past year. It's good to see you. And you my friend, seeing you again restores my commitment to our profession. Toronto, here at last. No, nothing to claim, thank you. Royal York please. A city is not supposed to be this clean. We thought sculpture and art were meant to be placed in museums and galleries, not outside where people can touch them. Toronto, we come to visit you as an example of that environment which spurns man's humanity to his fellow man. Survival, how can this be? How can we be that to one another? We must do something. I've talked too long. But what? How? Perhaps....You're not the only one with a dream, Martin Luther King. Shaw and I have a dream....Wouldn't that be something?

And I saw a new heaven and a new earth
And God will wipe away every fear from their eyes
And death shall be no more
Neither then shall there be mourning, nor crying
Nor pain any more....Wouldn't that be something?

Age I abhore thee, youth I do adore thee. Perhaps....Maybe I can help by providing that environment of openness and freedom which exists in this fair city in my union. Would that not stimulate a greater respect for the survival of diversity of thought and lifestyle, multi-culturalism, young to old. I must remind myself to look into this sometime. It cannot yet be Wednesday. It is all too fast, the past days, memories fly by as the subway passing under the quiet beauty of city hall seen amidst the blowing snow. It is time to recall the opening remarks from Dr. Pauline McGibbon, the fine letter from that grand young man of Hart House, its first warden J. Burgon Bickersteth who reminds us that the artist is not a special kind of man, but every man is a special kind of artist; for many the newly found meaning of the "I" in ACU-I, as international delegates from Sweden, Great Britain, South Africa and Australia who bring increased richness to our gathering; the fine work done by the Commissions on Self-Study, the Status of Women, and Education; that nearly one-fourth of those attending the conference were involved in some way with the conference workings; of the keynoters William Birenbaum, Robert Pritchard, Burns Crookston, and Ian MacDonald whose introspection helps us to direct our focus from the stem of the apple to the entire apple. Or perhaps it's the little things— fuzz balls on your shoes and pant legs; six inch sparks from the key to the door lock; untold viewings of the *Swedish Fly Girls*. The numerous streaker stories, Shaw Smith's unannounced changing of the Question for debate at Hart House to read "Resolved, that Behind Every Mediocre Woman Stands Mediocrity". We must say thank you, but how? There are so many. We must try.

To Ron Loomis and the 1974 Conference Program Committee (we promise, Meredith, to return Ron whence he came as soon as we figure out where that is). You did it again Loomis—thank you all. To Warden Jean Lengaelle, Audrey Hozack, Carmen Guild, and the entire Hart House staff; the gruff old man himself, Executive Secretary Chet Berry and the central office staff— Pete and Jo. To Ron (Grin and) Barrett whose namesake frightened us all when the headlines in the *Toronto Star* announced "Those four letter words from Barrett cause more uproar in British Columbia legislature" (perhaps Ron you should have asked the parliamentarian for a clarification of that ruling). To the entire Association leadership team for their many fine volunteer efforts during the year which keep the Association on track; to President-elect Shaw Smith for being many things—foremost of which is being real; to the hotel staff and especially Mr. Al Horbay, Catering Manager and Mr. Gordon Helson, Convention Manager for their cheerful attention to our many and diverse needs; the American Alumni Council and Mr. Charles Helmkin for *Survival;* our many exhibitors; Bill Yost and COTA for the International Arts Resource Center; Greg [illegible] of the University of Toronto Media Center; Joan Fox, Canadian Film Program; Roland Faucher and *La Belle Province de Québec* for the Québec Artist Exhibit, film program, the fine luncheon menu, and today's entertainment. *Merci.* Perhaps as we reflect, attempting to perceive the bigger picture, our thoughts return to that famous wall of Hart House, on which is carved an impressive prayer to bear witness for all the world to see.

The prayer of the Founders is that Hart House, under the guidance of its Warden may serve in the generations to come the highest interests of that University by drawing into a common fellowship the members of the several Colleges and Faculties, and by gathering into a true society the teacher and the student, the graduate and the undergraduate; further, that the members of Hart House may discover within its walls the true education that is to be found in good fellowship in friendly disputation and debate, in the conversation of wise and earnest men, in music, pictures, and the play, in the casual book, in sports and games, and the masters of the body and lastly, that just as in the days of war this House was devoted to the training in arms of the young soldier, so in the time of peace its halls may be dedicated to the task of arming youth with strength and suppleness of limb, with clarity of mind and depth of understanding and with a spirit of true religion and high endeavor.

Is that not what it is all about? Why we gather to reinforce that spirit so appropriately displayed? And what of the future? We must return to Survival to seek out the question.

Now the first contractions of her fearsome labor begin…and it will go on…no doctor exists to tell the hour…it is only known that false labor is not likely on her now, no, she will probably give birth, and to what?

RESOLVED: That the 51st annual conference of the Association of College Unions-International has returned to Canada, after an absence of far too many years and its delegates take leave with renewed commitment because the spirit of union which your people display stands as the living testimony to our purpose for being, and that we shall not let another fifty years pass before returning to your fair shores for the purpose of bridging that boundary which only our hearts and minds need erase.

President Barrett, I hereby submit this report by the members of the Resolutions Committee for the approval of the membership.

President Barrett followed Mr. Edwards report by inviting David Seamans of Muehlenberg College to the podium. Mr. Seamans read the following:

Butts/Whiting Presentation

Tonight, the Association of College Unions-International bestows its highest honor on one of its most beloved colleagues.

The person we are honoring this evening began his union career as a student employee. Three years of military duty interrupted his undergraduate days, but did not prevent him from attaining membership on two senior honorary societies while maintaining a remarkable .400 batting average as short stop on the university baseball team.

An avid sports fan (he still reads all the box scores as though they were novels) he has also been known as a successful recruiter of an All-American and now all-star professional basketball player. In his own right, he is still a champion ice cream glutton.

Following a highly successful experience as a teacher-coach in secondary school, he returned to his alma mater as night manager of the union and as a graduate school student during the day.

Three universities have enjoyed the benefits of his leadership since he first assumed the directorship of the union at his alma mater in 1953. He was planning and building consultant for new union facilities at the latter two schools.

Some of you may recall the photograph of him in the *Bulletin* about a year ago, disguised as an outdoor consultant.

An indefatigable researcher, he authored the first editions of *These Are Our Best-A Collection of Outstanding Programs*, and *The Administration and Operation of College Unions* —both of which are now out of print but have recently been up-dated by others. His enduring willingness to research a particular area was first exposed during his graduate days, when he volunteered to conduct a campus bridge tournament. Now that in itself is not unusual, but what is, is that he had never played cards in his life, he didn't know an ace from a deuce in the hole, and knew nothing about bridge in particular. But in two weeks, he had done such a thorough job of preparing on his own, himself, and then the participants at the tournament, that even with a ballroom full of 92 tables of players, not one question or problem arose during the entire program.

His many services to ACU–I have included membership on the Research Committee, Committee on Minority Programs and the Nominations Committee and as an Executive Committee member for six years—including the Presidency.

His understanding of the troubled times of the late 60's and his cool, calm and patient leadership during his term on the Executive Committee brought strength and stability to our Association at a time when it was needed most. He demonstrated this same leadership at home when he opened his new union building some three blocks from the White House, a natural site for headquarters of a variety of national demonstrations and marches.

To know this man is to know concern, patience, understanding and compassion. It's hard, in fact well-nigh impossible, not to love this kind, modest and sincere gentleman. His *Kottneresque* appearance may fool some, but there is no mistaking his big heart.

During his term as Vice President for Regional Affairs, his fifteen Regional Representatives were affectionately termed *Bellringers*. Tonight, ladies and gentlemen, we are all Bellringers.

It is my great pleasure and honor to present to you the ring leader of the Bellringers, the recipient of the 1974 Butts-Whiting Award, the Director of the Cloyd Heck Marvin Center at George Washington University—Boris Bell.

Mr. Barrett passed the presidential gavel to C. Shaw Smith, who thanked Mr. Barrett for his services, presented him with two plaques and declared the 1974 conference ended.

CONSTITUTION OF THE ASSOCIATION OF COLLEGE UNIONS-INTERNATIONAL

Article I

NAME

Sec. 1: This organization shall be known as the Association of College Unions-International.

Sec. 2: The word Union is herein defined as college or university organization whose objectives are to provide a general community center and an out-of-class educational program, social-cultural-recreational, for the campus.

Article II

PURPOSE

This Association is organized and shall be operated not for profit; and for exclusively educational purposes. In furtherance of these purposes and for no other:

A. Provide a medium through which representatives of member institutions may co-operate in advancing the educational interests of the institutions they represent.

B. Encourage and assist colleges and universities in the planning and development of unions.

C. Prepare and present materials and programs designed to assist in the educational and professional self-development of individual members.

D. Encourage research designed to further develop the educational aims of the Association and its members.

Any activities not in themselves in furtherance of its educational purposes shall constitute an unsubstantial part of its total activities. The assets of this Association are irrevocably dedicated to its educational purposes. No individual shall benefit from any income or be paid any part thereof except the executive secretary, the editor and assistant editor of publications, and research workers, who may be paid a reasonable compensation for their services, and officers who may be reimbursed for actual expenses incurred in the execution of their official responsibilities. Upon dissolution of this Association, any remaining assets shall be distributed exclusively for public educational purposes.

Article III

MEMBERSHIP

Sec. 1: Membership in the Association shall be open to any college or university. Application may be made to the executive secretary of the Association and is subject to the approval of the executive committee.

Sec. 2: Individuals may become non-voting member of the Association in accordance with the provisions outlined in the By-laws.

Article IV

OFFICERS AND THEIR ELECTION

Sec. 1: The officers of the Association shall be the president, president-elect, vice-president for conference program, vice-president-elect for conference program, vice-president for regional affairs and the vice-president for committee affairs.

Sec. 2: The officers shall be elected through a mail ballot circulated to the institutional members at least forty days prior to the annual conference. The election ballot shall be developed by the Nominations Committee. To be elected, a candidate must receive a majority of the valid votes cast. Write-in votes will be accepted. Ballots must be returned to the Executive Secretary no later than ten days prior to the annual conference. The Executive Committee shall publish and certify the results of the election at the business meeting of the annual conference and this shall be considered as the date of election.

Sec. 3: In the event no candidate receives a majority vote for one or more of the elected officer positions, a run-off election will be held at the first business meeting of the annual conference. The run-off election will be between the two candidates receiving the higher vote total in the mail ballot for the open position.

Sec. 4: The term of office for all elected officers of the Association shall run from the end of the regular annual conference at which they are declared elected through the next regular annual conference.

Article V

EXECUTIVE COMMITTEE

Sec. 1: There shall be an executive committee which shall consist of the president, president-elect, vice-president for committee affairs, vice-president for conference program, vice-president for regional affairs, vice-president elect for conference program, a student member chosen at an official student-staff assembly, the immediate past president, and the executive secretary (without vote).

Sec. 2: The term of office of the members of the executive committee shall be from the date of election of the officers through the next regular annual conference of the Association, except that the student member shall become a member of the committee immediately upon his election and shall serve through the next student-staff assembly.

Article VI

ANNUAL MEETING

The Association shall meet in conference annually.

Article VII

AMENDMENTS

Any of these articles may be amended or repealed, supplementary articles added hereto, so long as such revision shall not change the exclusively educational purposes for which this Association is organized and operated. Any revision may be made upon written notice to all institutional members institutions no less than thirty days prior to the annual conference, followed by a two-thirds majority mail vote of all institutional member institutions conducted within thirty days after the annual conference. All requests for revison must be submitted to the chairman of the Resolutions Committee ninety days in advance of the annual conference.

BY-LAWS
OF THE
ASSOCIATION OF COLLEGE UNIONS-INTERNATIONAL

Article I

MEMBERSHIP

There shall be two types of membership, institutional and individual. Applications for membership shall be submitted to the executive secretary of the Association for approval.

Sec. 1: Institutional membership shall be for those colleges and universities that have a union building or program, that are planning a union building or program, or that are interested in any phase of union activity.

Sec. 2: Where two or more unions or campus community centers exist under the jurisdiction of the same governing board, they shall be entitled to apply for a single institutional membership; if under the jurisdiction of separate governing boards, each shall be entitled to full Association institutional membership status and services upon payment of the established dues.

Sec. 3: There shall be three types of individual membership.

A. Professional membership shall be open to any professional staff member who is employed on a full-time basis in any union whose college or university holds institutional membership in the Association. Applicants must be sponsored by the director of any member union and must be submitted to the executive secretary of the Association for acceptance. Continuance of the membership after leaving union employment shall be subject to the approval of the executive secretary.

B. Student membership shall be open to any student who is enrolled in a program of studies related to the college union field or who is working part-time in a Union under any assistantship, fellowship or internship or to any student actively engaged in union activity. Applications for student membership must be sponsored by the director of the member union and must be submitted to the executive secretary of the Association for acceptance.

C. Honorary membership may be conferred by the executive committee on those individuals who have manifested an exceptional interest in the affairs of the Association or rendered exceptional service to the Association. No dues shall be required from honorary members.

Article II

DUTIES OF OFFICERS

Sec. 1: The president shall direct the affairs of the Association and preside at the annual conference. He shall appoint, with the approval of the executive committee, all standing conference and special committees, and the regional representatives of the Association. He shall represent, or appoint persons to represent, the Association at conferences and ceremonies to which the Association has been invited and should have representation. He shall call meetings of the executive committee when he deems it necessary.

Sec. 2: The president-elect shall assume the duties of the president in his absence, and shall perform such other duties as the president and the executive committee may determine.

Sec. 3: The vice-president for conference program shall be responsible for the development of the program for the annual conference.

Sec. 4: The vice-president for regional affairs shall coordinate the activities and functions of the regional representatives, shall provide training for new regional representatives, shall preside at all meetings of the regional representatives, and shall perform such duties as shall be assigned by the executive committee. The term of office shall be one year. The vice-president for regional affairs may be reelected but shall not serve for more than three consecutive terms.

Sec. 5: The vice-president for committee affairs shall coordinate the activities and functions of the standing committees, shall preside at joint meetings of the committee chairmen and shall perform such duties as shall be assigned by the executive committee. The term of office shall be for one year. The vice-president for committee affairs may be reelected but shall not serve for more than three consecutive terms.

Sec. 6: The vice-president-elect for conference program is responsible for developing the program of the annual conference scheduled two years after his election and shall perform such additional duties as shall be assigned to him by the executive committee.

Article III

EXECUTIVE COMMITTEE

The executive committee shall operate between the annual conferences of the Association; it shall determine the time and place of the annual conference; it shall supervise the preparation of the annual budget and shall approve expenditures; it shall fill such vacancies as may occur in the membership of the executive committee; it shall meet immediately preceding the annual conference to discuss matters to be brought before the conference and such other business as may come before it; it shall determine the location of the central office, appoint the executive secretary, and determine the particulars of his duties and employment.

Article IV

VOTING

Sec. 1: Each institutional member shall be entitled to one vote at the annual conference and on mail ballots. Votes shall be cast by the professional staff person designated by each institutional member. A majority of the institutional members registered at an annual conference shall constitute a quorum for the annual business meeting.

Sec. 2: Individual members shall not have voting power.

Sec. 3: There shall be no voting proxy.

Article V

DUES AND FEES

Sec. 1: Annual dues for institutional members in the Association shall be assessed in accordance with full-time student enrollment as follows:

Enrollment	*Annual Dues*
Under 2,500	$60
2,501—5,000	100
5,001—8,000	125
8,001—10,000	150
Over 10,000	175

Regular members not in the United States or Canada shall pay annual dues of $40. These shall be the only institutional dues which may be assessed in the name of the Association.

Sec. 2: Annual dues for institutional membership shall be payable at the beginning of each calendar year to the executive secretary of the Assocation.

Sec. 3: Annual dues for professional and student members shall be fifteen dollars.

Sec. 4: Annual dues for professional and student members are payable on October first to the executive secretary of the Association.

Sec. 5: The assets of the Association are irrevocably dedicated to its educational purposes. No individual shall benefit from any income or be paid any part thereof except the executive secretary and the editor and assistant editor of publications, and research workers, who may be paid a reasonable compensation for their services, and officers who may be reimbursed for actual expenses incurred in the execution of their official responsibilities. Upon dissolution of this Association, any remaining assets shall be distributed exclusively for public educational purposes.

Article VI

REGIONS AND REGIONAL REPRESENTATIVES

Sec. 1: The Association shall have geographical regions. For each region created shall be a regional representative whose responsibility it shall be to assist the officers and executive committee in the development of the Association, advise on matters of policy, and assume responsibility for holding regional conferences.

Sec. 2: The geographical regions shall be determined by the executive committee and reviewed periodically.

Sec. 3: The president shall appoint, with the approval of the executive committee, a representative from each region. Appointments are to be made at least one month prior to the regional conference and the term of appointment shall be three years. The term shall begin at the end of the conference following the appointment and shall expire at the end of the conference three years hence. A person serving a full three year term as regional representative cannot succeed himself.

Article VII

COMMITTEES AND APPOINTMENTS

Sec. 1: The president shall appoint, with the approval of the executive committee, the following committees: Arts, International Relations, Junior Colleges, Management, Outdoor Activities, Professional Development, Publicity and Public Relations, Recreation, Relations with Artists' Representatives, Research and Resolutions.

Sec. 2: The president may constitute, with the approval of the executive committee, such other committees as are deemed necessary to the functioning of the Association. Committees may be dissolved by action of the executive committee. Functions of the committees shall be determined by the executive committee following recommendations of the individual committees. Descriptions of those functions shall be maintained by the Executive Secretary and be made available to members upon request.

Article VIII

NOMINATIONS COMMITTEE

Sec. 1: The Nominations Committee shall consist of seven members, two of whom shall be past presidents of the Association, appointed by the president with the approval of the Executive Committee. One past president shall serve as chairman of the committee; the other past president shall serve as chairman-elect. The other five persons, who shall represent a geographical balance of the Association, shall be appointed by the regional representatives from the recommendations submitted by the Association's membership.

Sec. 2: The Nominations Committee shall prepare a list of nominees for all vacant elected officer positions.

Sec. 3: The list of nominees shall contain two nominees for the office of president-elect and vice-president elect for conference program.

Sec. 4: The list of nominees need not contain two nominees for the office of vice president for regional affairs and vice president for committee affairs unless the individuals holding these offices have completed their normal three year term or are otherwise unavailable for re-election.

Sec. 5: The incumbent president-elect and vice president-elect for conference program shall be the only nominees for the office president and vice president for conference program respectively. In the event either of these incumbents is unavailable for election, the list of nominees shall contain two nominees for the vacant office.

Sec. 6: Appropriate geographical material on all nominees shall be prepared by the committee and made available to the membership in conjunction with the ballot.

Article IX

AMENDMENTS

Any of the articles of these By-Laws may be amended or repealed, and supplementary articles added hereto, so long as such revision shall not change the exclusively educational purposes for which this Association is organized and operated. Any revisions may be made upon written notice to all institutional member institutions no less than thrity days prior to the annual conference, followed by a majority mail vote of all institutional member institutions conducted within thirty days after the annual conference. All requests for revision must be submitted to the chairman of the Resolutions Committee ninety days in advance of the annual conference.